

The ATHLETIC JOURNAL

VOLUME IX

NUMBER 8

APRIL, 1929

Relays and Track Popularity

John L. Griffith

Vocational and Physical Education
Building at Muncie, Indiana

Frank E. Allen

The College Honor Roll in Track
and Field

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Carrying Football to Mexico

Dr. M. S. Bennett

Promoting Track and Field Meets

George L. Simpson

Recent Changes in Basketball
Tactics from the Point of View
of Psychology

Coleman R. Griffith, Ph.D.



Track and Field Classic of the Middle West

The Sixth Annual OHIO RELAYS

May 3 and 4, 1929



Competition for Universities, Colleges, Ohio Colleges, High Schools, Junior Highs and Elementary schools.

Thirty-four events covering the entire Track and Field program.

Permanent plaque awards for all relay and individual events.

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May 3, Preliminaries and finals in High School events. Finals in Ohio College events.

May 4, Preliminaries and finals in all College and University events.

Features added to the program for 1929 include the University 440 yard relay and the 480 yard Shuttle Hurdle relay.

For information, address Frank Teegardin, Manager Ohio Relays, Athletic House, Ohio State University, Columbus, Ohio

L. W. St. John
Director of Athletics

W. D. Griffith
Director of Relays

ENTRIES CLOSE APRIL 27

The April Issue

THE JOURNAL management is glad to give its readers an additional eight pages in this issue. This is made possible both by our many advertisers, and by the cooperation of our readers. More and more of our readers are becoming contributing editors and sending us excellent articles to pass on to our readers.

The JOURNAL is grateful to the track coaches and news directors who sent in the study of the athletes on the 1928 Honor Roll. Track coaches everywhere will find much of interest in this study.

In the Report of the Football Coaches' Association which appeared in February our readers were introduced to Dr. M. G. Bennett of the University of the South who was selected by that association as football ambassador to Mexico. Dr. Bennett's interesting report of that visit appears in this issue. Dr. Coleman Griffith of the Department of Athletic Research at the University of Illinois needs no further introduction to us. His articles on Stance in the February and March issues were interesting forerunners of the article in this issue on Recent Changes in Basketball Tactics from the Point of view of Psychology.

Arthur Fox, Baseball Coach at Williams College in May, 1928, wrote an interesting article on the Decline in Amateur Baseball. His article this month on Fundamentals of Catching is full of valuable suggestions for every baseball coach.

The May and June Issues

ENOUGH good articles are already in to guarantee the two remaining issues of this year to be exceptionally interesting.

Dr. J. W. Wilce, of Ohio State, will write for us on Constructive Spring Football Practice. Dr. Wilce as chairman of a committee of five, made a careful study of spring football practice. Every man who expects to coach football next September should read this article even though he will not have spring practice.

Two big basketball tournaments will be reported in detail. It may seem late to our readers to announce basketball articles but as the majority of our readers keep their JOURNALS and refer to them constantly, as text books, articles apparently out of season are studied and referred to in preparation for the next season. H. O. "Pat" Page will report the State Tournament of Indiana held at Indianapolis, March 15th and 16th. The Interscholastic to be held at Chicago University, April 3, 4 and 5 will also be written up in detail. Our idea in reporting tournaments is to give our readers a report on the style of game used in the different sections of the country. Nowhere in the country is basketball made a whole year proposition as in Indiana and no other state can boast of 750 communities starting in September to play basketball. No wonder then that 15,000 spectators gather at Indianapolis every spring to watch the tournaments. "Pat" Page will give you in the May issue interesting comparisons of tournament fundamentals and the style of offense used in the final games of the Indiana Tournament.

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Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.

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GOOD ADVICE!

KEEP UP WITH THE TIMES AT NORTHWESTERN THIS SUMMER



DICK HANLEY
Northwestern

Northwestern University

Third Annual

Summer Coaching School August 5-17

Tuition for Combined Course
\$25.00



CHARLIE BACHMAN
Florida



JESS HAWLEY
Dartmouth
Forward Pass

For the first time the Warner and Rockne systems are offered in one school by the two outstanding pupils of these masters of football strategy.

Coach Dick Hanley will go into detail on the Warner offense, with the reverses, double reverses, and fake reverses. The much discussed Warner B formation with its lateral passing threats which caused so much comment in the West Point game last year will be thoroughly covered.

Charlie Bachman, undoubtedly the most successful pupil ever turned out by Rockne and whose Florida team was the sensation of the south last year, will cover all offensive and defensive tactics of the famous Notre Dame system.

Supplementary lectures will be given by Arnold Horween, Harvard; Judge Walter Steffen, Carnegie Tech; Jess Hawley, formerly of Dartmouth, and Duke Dunne, line coach at Harvard.

This will probably be Jess Hawley's last active participation in football since he recently resigned his Dartmouth position. He will discuss his forward pass offense for which his great Green teams at Dartmouth were famous.

Football coaches cannot afford to miss hearing Arnold Horween whose lateral pass plays startled the east last year and Judge



ARNOLD HORWEEN
Harvard
Backfield Play



WALTER STEFFEN
Carnegie Tech
Spin Plays

I was highly pleased with your coaching school in August 1928. I came with the idea of getting information on the double and single wing back offense and the styles of defense used against it. Before the school was over I felt that I had received exactly what I came for and more too.

H. L. HART
Head Football Coach
Monmouth College

I enjoyed and derived great benefit from my two weeks attendance at Northwestern's summer coaching school. It is a great education to come in contact and talk with coaches from all over the country as we did

Send Today for
Illustrated Pamphlet

K. L. Wilson

Director

**NORTHWESTERN UNIVERSITY
EVANSTON, ILL.**

Steffen who had one of the strongest teams in the country last season.

Coach Arthur "Dutch" Lonborg has just completed his second successful year as head basketball coach at Northwestern. He is a pupil of "Phog" Allen, famous University of Kansas mentor, and has experienced a marked success in his eight years as a head coach.

Coach Tom Robinson, whose famous teams have predominated inter-collegiate swimming for many years, will discuss his methods of training champions. A number of his present stars will be present at the coaching school to demonstrate the various swimming styles.

Frank Hill, veteran track coach at Northwestern, will go into a thorough discussion of training and other informative track hints.

K. L. Wilson, athletic director at Northwestern, will conduct a course in theory and organization of athletic departments.

Combine Vacation with Study on the Famous North Shore

Evanston is an ideal place for summer recreation. Excellent bathing beaches, border the campus. Numerous golf courses are nearby. Both Big League teams will be in action during the two weeks of the course. Excellent rooms at moderate rates in fraternity houses on the lake front.



ARTHUR LONBORG
Basketball



TOM ROBINSON
Swimming

at Northwestern last summer. I am contemplating attending again this summer.

R. O. DETRICK
Basketball Coach
Ohio Wesleyan University

I spent two successive summers in your coaching school and I got my money's worth both times. The organization of your football classes and practice sessions and prepared notes and diagrams placed at our disposal, free of charge, makes the N. U. school different. It is not only efficient but it is friendly.

JOSEPH COGDAL
Coach Football, Basketball
Illinois State Normal Univer.



FRANK HILL
Track



The Projector That Made Night Football Possible, That Quadrupled the Gate Receipts and Paid the Whole Cost the First Night.

For years past, gridirons at a long list of great Colleges, North, South, East and West, have been lighted by the Cahill Duplex Projector exclusively. The goodness of those illuminations on practice fields has now led to the playing of actual games at night for spectators.

Three to five times as many people have come at night as had come to the same games in the afternoon. At every College, so far as we know, the first game more than paid for the entire cost of the Cahill illumination. At one great College, the gate of the first game, we are informed, amounted to over 21½ times the whole cost of the Cahill illumination, installed and lighted up. The gate of the second game was even greater.

Many Colleges and High Schools now contemplate night games next fall. The most important question is the kind of illumination to have. Others will urge you to buy their projectors. Can you afford to experiment?

For year and years, at our own expense, we experimented on Cahill illuminations before offering them to any College. They have now been proved on many College fields for years. So far as we know, every College which has yet played football at night for spectators, has played under

a Cahill illumination. Can you risk your team under any other?

Among the users of Cahill Projectors for after-dark football are some of the foremost Technological Schools in the country. Many of the Colleges have great Electrical and Engineering Departments. They know the best the world affords in lighting. They want the best for their great teams. They buy Cahill Projectors.

West Point and Annapolis are the homes of the world-famed Army and Navy Engineers. Their football fields were formerly equipped with the finest lighting systems those engineers and the great electrical companies could produce. They discarded those lights as soon as they saw a Cahill illumination. Annapolis and West Point have ordered and re-ordered, year after year, until they now have 124 Cahill projectors.

Can you afford to buy anything else—to experiment with something under which football has never been played?

Cahill Bros.

519 W. 45th Street

New York City

Just before they started--

*Rogers Showed a Team-Mate what
helped to land a big contract*



Rogers Hornsby was purchased by the Cubs Ball Club to cinch the 1929 pennant. He can't take any chances on his equipment—therefore it is Wilson-Built. This is a hot tip for school and college players. Ask your dealer to show you the Wilson Championship Line of Baseball Equipment.

Wilson

BASE BALL EQUIPMENT

WILSON-WESTERN SPORTING GOODS CO.
NEW YORK CHICAGO SAN FRANCISCO

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

CHICAGO, ILLINOIS

Volume Nine
No. Eight

April,
1929



Dr. M. S. Bennett, a football ambassador to Mexico

Relay Meets and Track Popularity

By John L. Griffith

WHILE it has been frequently stated that the interest in golf, football, basketball and baseball is on the increase there is a quite general agreement that track and field athletics are not gaining ground. Grantland Rice has estimated the number of golfers at four million. There are undoubtedly between three and four million persons playing either basketball or baseball or both. A comparatively small number engage in track.

The attendance at dual, conference and state meets has not increased much if any in recent years. The I. C. A. A. A. A. meet which is fifty-three years old and which was the first organized college track meet in the country in 1927 attracted a crowd that paid \$8,925 for admissions. The figures for 1928 are not at hand. On the Pacific Coast dual meets sometimes attract \$10,000 crowds. In the

middle west the general run of track meets have not shown much if any increase in interest. The tendency is toward the promotion of triangular and quadrangular meets. On May 11th this year three separate meets will be held at Ohio State University at the same time. Ohio has a dual meet with Indiana, Ohio Wesleyan a dual meet with Denison, and Mt. Union, Otterbein and Capital will have a triangular meet. All three meets

WHILE public interest in dual and conference track meets has remained practically stationary in recent years, popularity of relay carnivals has increased rapidly. These carnivals may eventually make track as popular as the other major sports.

will be run on a dual meet schedule using the same set of officials. Since there is usually a ten minute interval between events it should be possible to run three races in the same time that formerly has been used for one track event.

The most colorful and interesting track and field events are the relay meets. The success of relay meets is attested by the large number of relay meets which not only have been started in recent years but which have proved popular. This year will be the Thirty-sixth Annual Pennsylvania Relay Carnival and Drake University will celebrate the Twentieth Anniversary of the second oldest relay games in the country. All of the other relay meets are of more recent origin. The relays with their special track and field events provide an incentive for early training and further serve as preliminary try-outs for the

athletes who will compete later in the dual, sectional and national meets. The Penn Relays coming on the last Friday and Saturday in April prepare the way for the three dual meets in which most of the eastern college men compete prior to the I. C. A. A. A. A. meet which always comes on the last Friday in May and the following Saturday. The Big Ten Conference meet likewise is usually held on the last Saturday of May and thus ample time has elapsed between the relays and the Conference meet.

There is no reason why track and field meets cannot be made interesting or why the popularity of track should not steadily increase providing that enough consideration is given to the spectators. No track and field crowd should ever be asked to wait for more than two hours to witness the beginning and end of a track meet.

There is an opportunity in track to develop team play and emphasize the code of sportsmanship as in our other games. At the same time track provides a wide opportunity for the development and exercise of individual talent. If a man cannot sprint he perhaps has the qualities necessary for the making of a good miler. If he can not run well enough to take part in a track event he may excel in the jumps, the vault or the weights. We need a diversification of school and college sports. We should not attempt or desire to reduce the interest in football and basketball but for the sake of a well balanced program we should do everything that we can to stimulate interest in the various types of athletic sports and should give special attention to track athletics. Since practically all of our Olympic track and field men are developed in the schools and colleges it is all the more necessary that due emphasis be placed on this sport.

When this JOURNAL reaches the coaches the Illinois Relays will have been held, the Minnesota Indoor Relay Games coming on April 6th will be ready to make their inaugural appearance and the big outdoor relays will be demanding attention.

The Illinois Relays held this year

were unusually successful from the standpoint of performance. Warne of Northwestern University set a new world's mark in the pole vault from a dirt floor, clearing the bar at 13 feet 7¾ inches. In his effort to break the world's vault mark he cleared the bar but knocked it off with his arm on the way down. A new mark in the four mile relay was established by the University of Illinois team composed of White, Orlovich, Stein and Abbott. The new mark of 17 minutes 53.3 seconds betters by 3.2 seconds the mark set up last year by an Illinois team at the same carnival.

In addition to the Illinois, Pennsylvania and Drake relays, several other important meets are held annually. Minnesota will hold a meet this year for the first time. Besides those meets already mentioned, carnivals were conducted last year by Georgia Tech (Southern Relays), Ohio State, Michigan State, the University of Kansas, the University of Texas, Rice Institute, and the University of Washington. All except the Illinois and Michigan State relays were held outdoors.

Relays are becoming popular with high school as well as with college athletes. Marquette University will this year hold its seventh annual relay carnival exclusively for high schools. The Lakewood Relays, staged by Lakewood High of Ohio, are also in their seventh year. In addition to these carnivals exclusively for high school athletes, the meets sponsored by Pennsylvania, Drake, Georgia Tech, Ohio State, Illinois, Kansas, Texas, Rice and Washington include one or more high school relay events.

The events included in the various university relay carnivals are by no means the same in all meets. All of the carnivals hold the mile and two mile relay events. All but Illinois hold the half-mile relay, while all but Ohio State, Michigan State, and Rice Institute hold the four mile event. Individual events are stressed in varying degrees. No one of these events is held in all of the relay carnivals.

In the tabulation of the 1928 rec-

ords given here, only those events are included which are common to the greatest number of meets. The hop, step and jump, the two mile run, and the 75 yard dash, for instance, are not included as they are common to only a few of the meets.

Performances last year indicate that no one carnival dominates the field. Splendid athletes participated in all the meets. An examination of the table of relay events will show that the best time in two events, the 440 and the mile, was made in the Rice Institute meet. The Ohio State 440 yard relay team, composed of Kriss, Pierce, Rockaway and Simpson, bettered the time of 42.2 seconds made by both the University of Iowa team in the Drake Relays and the Northwestern University team in the Kansas Relays. The Texas A. & M. team, composed of Thompson, Hedges, Kennedy and Oneal made the best time in the mile relay.

Best time in the 880 yard relay was made at Drake by the Northwestern University team which consisted of Wilkins, Gorby, Hermanson, and Walter. Faster by over two seconds than the next best performance was the two mile record turned in by the University of Washington team at the Washington Relays. Dodds, Ferguson, Reed and Kiser comprised the team. The University of Illinois team at the Illinois relays was the only one to run the four mile relay under seventeen minutes. Although this great quartette, Stine, McElwee, Novak and Abbott established a record of 17 minutes, 56.5 seconds, an Illinois team this year with Stine and Abbott again in the line-up lowered the record set a year ago.

In the individual events, best records were made at the Ohio Relays in three events, at the Drake, Texas, and Washington meets in two events each, and at the Pennsylvania Relays in one event.

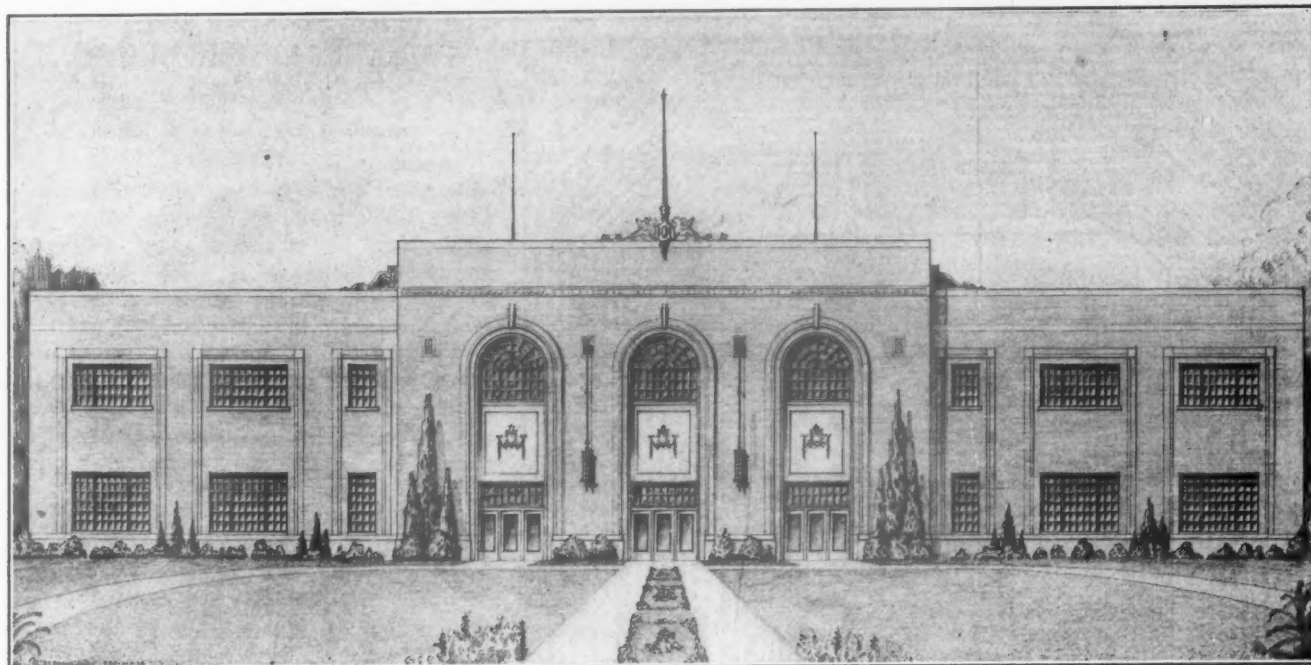
At Drake, Ketz of Michigan threw the hammer 155 feet, 2¾ inches for the best mark made in the relays in this event. Shelby's performance in the high jump at Drake has already been mentioned.

RELAY EVENTS

	Penn	Drake	Southern	Ohio	Illinois	Mich. State	Kansas	Texas	Rice	Washington
440 yard relay..42.6s		42.2s				47.7s	42.2s	42.8s	42s	42.7s
880 yard relay..1m 30.2s		1m 28s	1m 33.6s	1m 28.6s		1m 41.9s	1m 28.5s	1m 28.9s	1m 28.4s	1m 28.9s
Mile relay3m 29s		3m 22.2s	3m 31.6s	3m 25.4s	3m 24.5s	3m 48.8s	3m 21.4s	3m 24.2s	3m 21.5s	3m 23s
2 mile relay.....8m 19.6s		7m 58.9s	8m 30.4s	8m 22.5s	8m 5.6s	8m 38.7s	8m. 3s	8m. 4.6s	8m 18.2s	7m 56.1s
4 mile relay...19m 4.4s		18m 13s	19m 11.8s		17m. 56.5s		18m 27.2s	18m 45.9s		18m 16.7s

INDIVIDUAL EVENTS

	Penn	Drake	Southern	Ohio	Illinois	Mich. State	Kansas	Texas	Rice	Washington
100 yd. dash..10.2s		10s	10s	9.6s			10s	9.5s	9.8s	9.9s
120 yd. hurdles..15.4s		15.1s	15.4s	15.4s			15.2s	15.4s		16s
High jump5 ft. 1 in.		6 ft. 3¾ in.	5 ft. 11½ in.	6 ft. 3¾ in.	5 ft. 10¾ in.	5 ft. 11½ in.	6 ft. 1 in.	6 ft. 3¾ in.	6 ft. 3 in.	
Broad jump23 ft. 8 in.		23 ft. 3¾ in.		22 ft. 7¾ in.	23 ft. 8¾ in.		23 ft. 9 in.	24 ft. 6¾ in.		
Pole vault13 ft.		12 ft. 10 in.	11 ft. 6 in.	13 ft. 1 in.	13 ft. ¾ in.	12 ft. 6 in.	13 ft. 3¾ in.	12 ft. 6¾ in.	13 ft.	
Shot put46 ft. 1½ in.		48 ft. 9 in.	44 ft. 9¾ in.	44 ft. 4 in.	46 ft. 11¼ in.		46 ft. 10¼ in.	45 ft. 10¾ in.	44 ft. 11¼ in.	48 ft. 11½ in.
Hammer152 ft. 11 in.		155 ft. 2 in.		154 ft. 11 in.						
Discus144 ft. 2¼ in.		141 ft. 9 in.	129 ft. 2¾ in.	140 ft. 6¾ in.			141 ft. 9 in.	142 ft. 5¾ in.	143 ft. 6 in.	
Javelin190 ft. 9½ in.		198 ft.	186 ft. 1 in.	204 ft. 11 in.			193 ft. 9½ in.	191 ft.	184 ft. 6 in.	



Vocational and Physical Education Building at Muncie, Indiana

THE educational plan of Muncie contemplates a complete program of health and physical training for all the boys and all the girls of the city, beginning with the

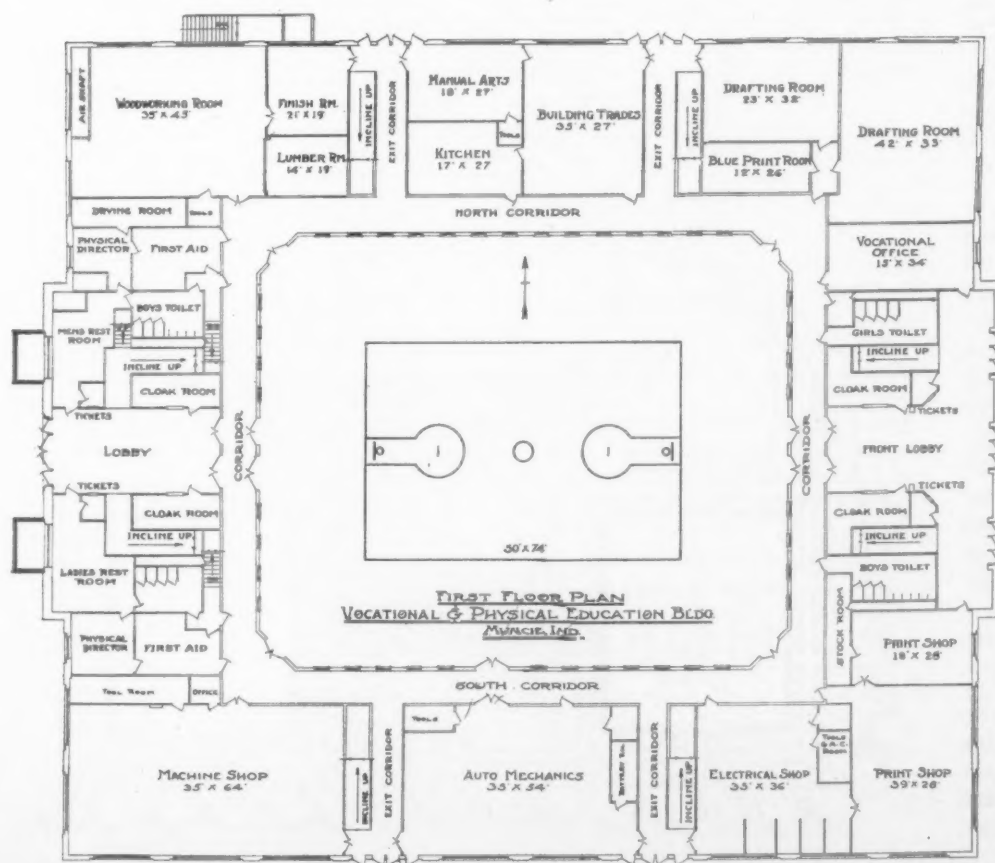
By Frank E. Allen
Superintendent of Schools

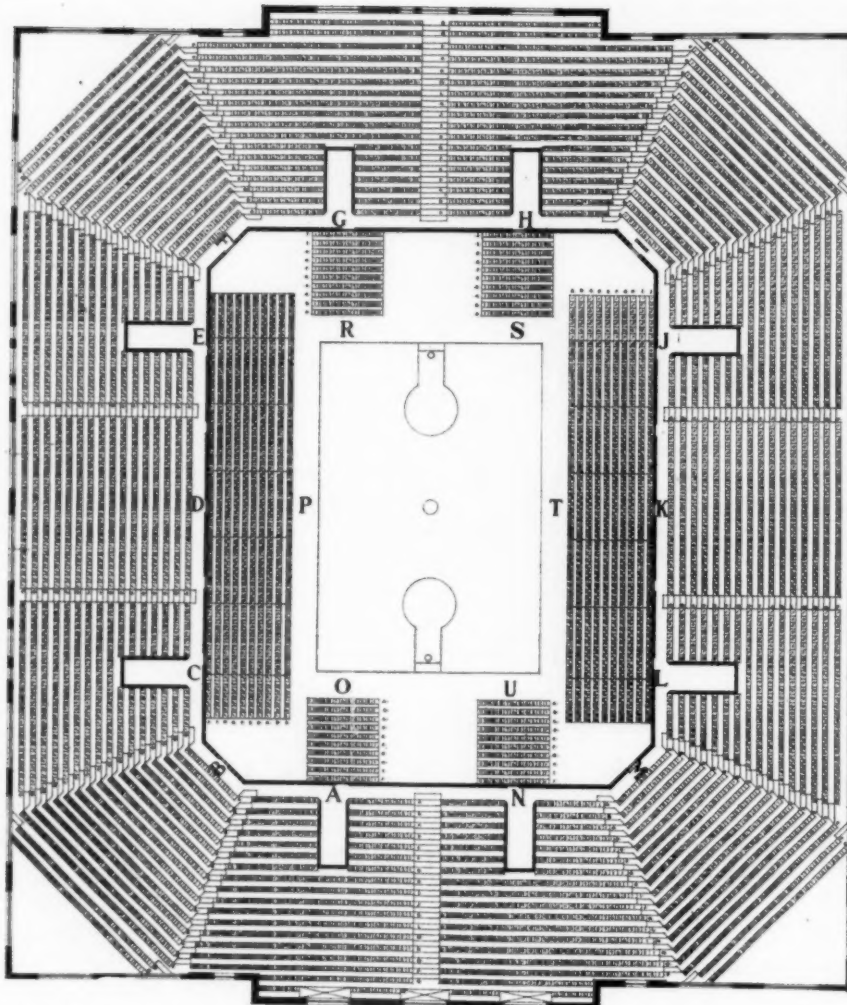
kindergarten and extending throughout the entire course. It is believed

that this will develop quite naturally into an all time activity under trained leadership which will include the whole community recreational program.

This new magnificent building and surrounding ground will become the heart of the plan. This high school lay-out is believed to be one of the most complete in the country today. The grounds surrounding this building consist of approximately twelve acres and, in addition to this building, will furnish space for one or more school buildings and a complete recreational field adapted to the use of the whole city.

The building has the combined features of both the gymnasium and vocational education. It is of brick and steel construction, trimmed in limestone and has an outside dimension of 191x225 feet. It was built at a cost of \$250,000.00. There are only two steel columns in the building. There are nine exits, totaling in width 102 feet 8 inches. There are eight ramps leading to the 5,500 permanent seats. On the main floor are 2,500 bleacher seats making a total seating capacity of 8,000 seats. The playing floor is illuminated





SEATING PLAN

with twenty 750 Watt Jumbo X-Ray Units, or a total of 15,000 watts. The corridor around the physical training floor is 8 feet wide and 432 feet long, giving access to the physical training floor, all vocational rooms, and the eight 6-foot inclines to the permanent seats.

All the space under the permanent seats is used for vocational rooms. This part of the building will afford a much needed opportunity to emphasize better and to expand the present organized Vocational Courses, as well as develop other basic occupational studies. For example, local industries have long felt the need for a co-operative industrial course in our high school curriculum. These added facilities help not only to make possible such an expansion of our Day Vocational Program, but will also help us to serve better local business and industry through our Evening School activities.

It is believed that this type of gymnasium is the ideal type for utilizing all available space underneath the seats, which ordinarily is wasted space.

VOCATIONAL EDUCATION IN THE MUNCIE PUBLIC SCHOOLS

By Glen David Brown

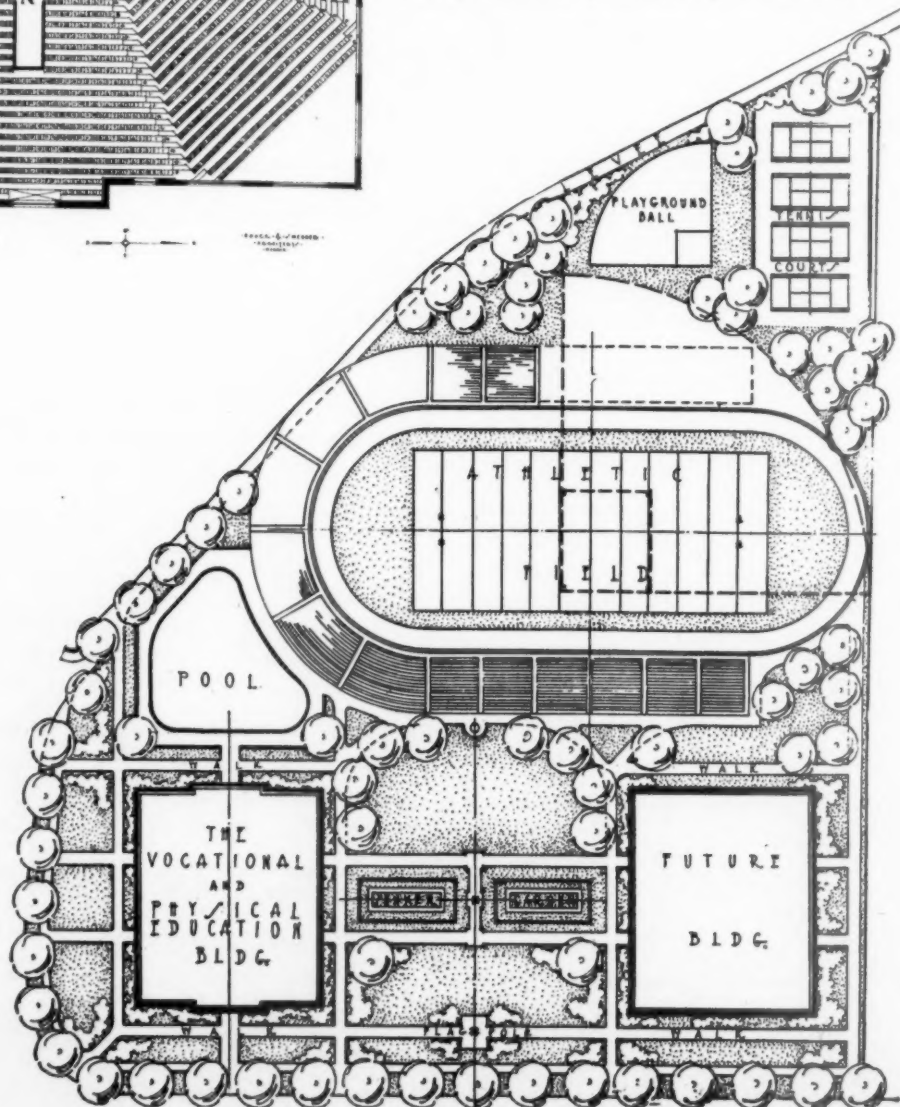
Business and Vocational Director

Education is a continuous process. That education is merely an unfolding process by which one's intellect develops through the absorption of academic, or conventional knowledge alone, is no longer an acceptable theory upon which to base a progressive school program.

We think of education today as a process of growth in which we develop physically, intellectually, socially, morally, and spiritually, not only through a system of study and discipline, but by the experiences of life. We are, therefore, planning consistently to develop a well-rounded school program for Muncie that is closely linked with life itself.

Consequently, our school curriculum has been enriched so that our high schools not only afford an opportunity to the boy and girl to gain further command of the so-called fundamentals, but to receive training in health, citizenship, character, in the worthy use of leisure time, in home making, and in the vocations.

The facilities provided by the erection of



our new Vocational and Physical Education Building will make it possible to emphasize more effectively two of the most vital of these cardinal objectives of secondary education—Vocational and Physical Training.

Vocational Education is organized as a co-ordinate part of the Muncie school program. While our High School Vocational Instruction is prepared to give specific training leading directly to certain industrial occupations, it also gives preparation for continued technical training in college or university courses. In other words, any one of the Vocational Major

Courses now offered high school boys is not, by any means, just an end in itself, but a means to an end, which gives practical basic training of inestimable value—training that affords the best opportunity for continued employment, good pay, favorable working conditions, advancement, and, best of all perhaps, further education.

A special diploma is issued to all boys who complete Vocational Major Courses, provided they have qualified for the regular high school diploma. Purdue University, as well as other engineering schools, give Muncie High School vocational graduates advanced

standing in engineering courses.

Our high school students now have five Major Vocational Courses from which to choose. These five courses—Applied Electricity, Printing, Drafting, Machine Shop, and Carpentry, which are supplemented by a well organized course in Manual Arts—represent occupations that are well established in this community.

For some time these Vocational Courses, as is the case in Physical Training, have been very much handicapped by the lack of adequate space and facilities in our present Central High School building.

The College Honor Roll in Track and Field

By John L. Griffith

Forty-nine colleges are represented in the College Honor Roll in Track and Field for 1928.

IN the March issue appeared a detailed study of form in the sprints, middle distances and long runs. THE JOURNAL is indebted to the coaches and publicity writers of the various institutions for these write-ups.

Anderson, University of Washington hurdler, is more of the typical track athlete in temperament than his team mate Shelley in that he is more highly strung and nervous. Both of these boys were trained not only to hurdle but sprint. Each ran the 100 yard dash in dual meets last year and placed in all but one. Each ran two races in the Washington Relay Carnival in the quarter mile and half mile relays. Both of these boys are graduates of Seattle high schools.

Dwight Kane, Lancaster, Ohio, a senior this year at Ohio Wesleyan University, is about six feet in height and weighs 170 to 175 pounds, an ideal type for the hurdles. He has long legs with a high split. He is an ideal competitor, as he has a desire to win in every race. He trains during the indoor season on sprints, hurdle form over one hurdle and the 440. He works incessantly to develop hurdling form, especially the body bend and arm action. He has a tendency to over-stride and get too close to the hurdle, which he has to watch considerably. He has an ideal temperament for competition and is the cool, thinking type that loves to win in any competition.

Kane placed first in the Central Collegiate Meet on March 3, 1928, in the 60 yard high hurdles in 7.8 seconds. He placed first in the 65 yard low hurdles at the Central Collegiate on March 3, 1928, in 7.2 seconds. At the

Illinois Relays on March 17, 1928, Kane won the 75 yard low hurdles in 8.3 seconds. At the Texas Relays on March 26th, he won the 220 yard low hurdles in 24.0 flat. Kane won both the high and low hurdles in the Buckeye Athletic Conference and Ohio Conference meets. He won the high hurdles in the National Collegiate Meet in 14.7 seconds.

Cooper of the University of Michigan has an ideal build for a hurdler, standing six feet, one inch, and weighing 160 pounds. He holds all the hurdle records at Michigan and in his senior year won the Conference 120 yards and was second in 220 yards. He was able to run 440 yards in 50 seconds. Of Cooper, Steve Farrell says: "He had good form; his leg action was perfect and his arm action was good. He was a hard worker and a student of athletics. He was not able to stand much work, as he did not have rugged legs; was very dependable in races and could always be expected to run true to form."

Hal Kelley, University of Oregon hurdler, won his right to the honor roll in the Oregon-Washington State dual meet. Coach Hayward says of him, "The remarkable thing about Kelley is that he is only five feet, six inches tall and has legs in proportion." Handicapped by such lack of height, Kelley's performance of 14.8 seconds is all the more unusual.

Ross Nichols, Stanford hurdler, has a good lean and a nice snap coming down from a hurdle. He is an expert manipulator of his legs, and gets over the hurdles in such a way that they do not check his speed. On a straight run, Nichols is not considered an exceptionally fast

man.

Just two years after Charles R. Brookins, holder of the world's record for the 220 yard low hurdles, completed his intercollegiate career at the University of Iowa, Frank J. Cuhel began his competition.

When Cuhel ran his final race for Iowa last June, he had proven, in three years, that he ranked second only to Brookins in the low hurdles.

This 160 pound young man, who is five feet, ten inches tall, three times won the Western Conference 220 yard low hurdles, approaching within one-tenth of a second of Brookins' conference record of 23.2 seconds; took the National Collegiate A. A. title for 1928 with a 23.2 second performance which created a new N. C. A. A. mark, and won the National A. A. U. championship in 23.4, but a slight wind nullified his claim for a record.

Unlike Brookins, Cuhel was a good high hurdler. He won the 70 yard high hurdles title at the Big Ten indoor meet of 1928, establishing a record of 8.8 seconds. In 1927, he was runner-up for the Conference 120 yard high hurdles title. His best time, 14.9 seconds, was made in a trial heat of the 1928 Conference meet.

For three years, Cuhel was anchor man on Iowa's mile relay teams, which won three victories at the Illinois and Drake relays, the Conference indoor meet, two victories at the Kansas

games, one at the Texas Relays, and at the Conference outdoor meet.

With the Olympic games approaching, Cuhel, in June, 1928, switched to the 400 meter hurdles, since his favorite event is not on the international program.

He won the event in the midwestern sectional Olympic trials in 53.4, bettering the world's record of 54 seconds. In the final trials, he won his semi-final heat in the same time, and placed second in the final, which was won in 52 seconds.

Cuhel was runner-up for the Olympic title, finishing five feet behind Burghley of Great Britain. His points were the first ever made by a University of Iowa athlete in the Olympic games.

Personally, Cuhel was one of the most popular athletes who ever entered the University of Iowa. He was a rigorous trainer, and made his physical condition and his track competition his greatest hobby.

An excellent competitor, Cuhel never broke under the strain of an important race. He always retained a terrific burst of speed for the finish, whether in a hurdle event or as anchor man on the mile relay team. Many times he pulled into first place in the relay after being set off with a handicap.

Cuhel was one of the successful Iowa athletes who used the starting blocks invented by Coach Bresnahan. He came off his marks swiftly, gathered speed fast, and ran with rhythm, although possessing rugged strength.

Concerning Brown of Southern Methodist, Coach J. H. Stewart writes:

"As to any peculiarities of form that Brown had, I will say in starting that he was the ideal build for a low hurdler. He was fairly tall, with long, lithe legs, and very supple. In the beginning of his track work he was a sprinter; so, naturally, he had the desired speed. We started working him on the hurdles because he had such a long stride. And that was one of the outstanding features of his development and progress. He had a very natural eight foot stride and could get it without any strain. Of course, his flight over the hurdle was a matter of practice and in time it seemed to have become a part of his natural stride. But, above all, the thing that I think was the secret of his whole success was the ground that he covered on his first stride after he went over the hurdle. In a race, that stride was just a few inches shorter than his normal stride, which to my mind, is unusual. At that time in a race a man is off balance and very rarely ever gets more than seventy-five per

cent of his normal stride. At the Southwest Conference Meet I watched the race from the opposite side of the field in order to observe this very fact and the results were sufficient proof to me that it was the secret of his success. He gained nearly a full yard on the other runners every time they took the ground after a flight over the hurdles. Brown was a reasonably faithful trainer, but he had no real love for the sport. If his whole heart had been in his running he could have been one of the greatest low hurdlers of all time. His conference record of 23.4 seconds, where three watches caught him in that time and the other two in 23.3 seconds, is sufficient evidence of that."

Coach Frank G. Anderson, who must be given practically all the credit for developing one of the year's outstanding hurdlers, writes of his man:

"Kennedy of Texas A. & M. was a hurdler whose chief asset was his steadiness and ability to concentrate on his race. He was very much in-

terested in being successful, but never allowed himself to worry to any great extent over any competition. He was always cool on his marks and could run neck and neck with a man for 220 yards without faltering in the slightest. This characteristic, together with a fair mastery of hurdle form, enabled him to overcome to a great extent the lack of speed necessary to be a first class hurdler.

"Kennedy had no track experience before his sophomore year at A. & M. He had made a favorable impression in freshman Physical Training required work, and for that reason was asked to come out for track during the sophomore year. He did not win a point in any meet during his sophomore year, but at the opening of the track season the following year, he won first place in the low hurdles at the Rice Relays, making the time of 23.4 seconds. Kennedy also was a good high hurdler. His best performance in the high hurdles was at the Texas Relays last spring, where he won first place."

Richard Rockaway is from Cincinnati, but was an athlete at Culver Military Academy before he went to Ohio State. Last year Rockaway tied the 40 yard high hurdle record of 5.4 seconds in the indoor Quadrangular Meet, and set a new low hurdle record over the same distance of 5.1 seconds. In the Western Conference he set a new Ohio State record of 23.6 seconds in a preliminary heat but failed to place in the finals due to a fall he sustained while leading his competitors. Rockaway was a member of the sprint relay and shuttle hurdle teams at Ohio State. The latter team won the American championship at the Pennsylvania Relays, setting a new world's record of 1:05.6.

Owen Rowe, brilliant all around athlete of the Brigham Young University, will make his last college appearance on the track this spring. During his four years at Brigham Young University he has blazed his name deep in the history of Rocky Mountain Conference athletics.

Rowe is not only a scintillating track performer but has demonstrated equally as brilliantly his prowess in football and basketball, being rated as one of the greatest open field ball carriers and triple threat man in the Rocky Mountain Conference.

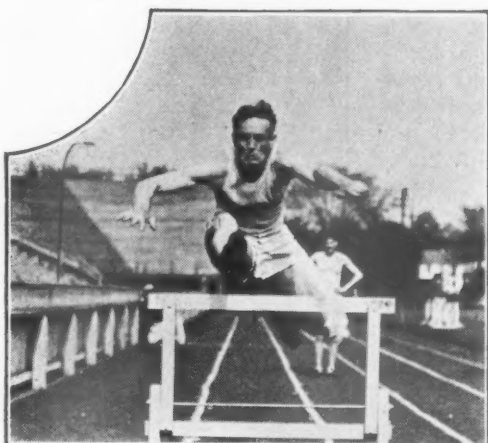
In track Rowe specializes in the sprints and low hurdles. He has negotiated the low barriers in 23.3 seconds. This record was made at the Rocky Mountain Conference track and field meet held in Denver, May, 1927.

During the 1928 track season, his outstanding feat was the winning of



Shelley, University of Washington

High Hurdlers



*Cooper of Michigan
(Above)*



*Steve Anderson,
University of Washington
(Above)*

*Harold Kelley, University of
Oregon (Right)*



Dwight Kane, Ohio Wesleyan University (Above)

Ross Nichols, Stanford University (Left)

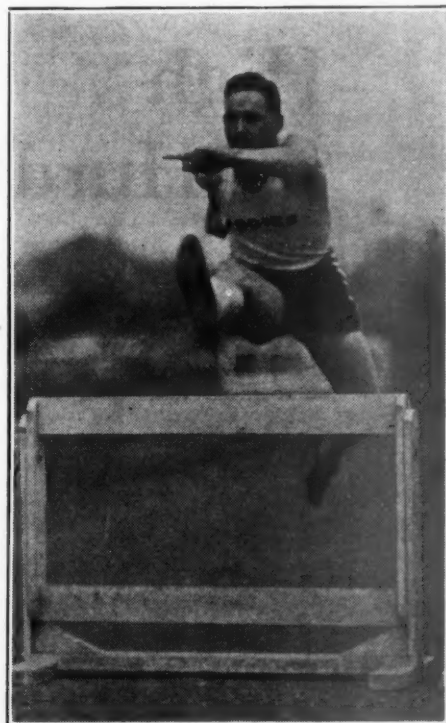
the 200 meter dash in the regional Olympic try-outs at Denver in the record smashing time of 21.1 seconds. This is reputed to be 0.5 seconds faster than the Olympic record for this distance held by Jackson Scholz. Another outstanding feat accomplished during the past year by this young "Iron Man" was his work in aiding the Brigham Young University to win the State Collegiate Track and Field championship from its ancient foes, the University of Utah and the Utah Agricultural College. It was the first time this honor had come to this institution in twenty-six years of track competition. To do this Rowe took first place in four events and second in one. He won the 100 yard dash in 9.8 seconds, the 220 yard dash in 21.1 seconds (on a curved track), the low hurdles in 23.8 seconds (curved track), and was anchor man on the winning relay team which established a new state record. He was second in the broad jump at 22 feet 11 inches. To make these records all in one track meet is truly remarkable.

Because Rowe has been in intensive training during the football and basketball seasons, his training for track has always been somewhat of a problem. At the close of the basketball season, which comes the second week in March, he has been given two or three weeks of complete rest, during which time he has been urged to stay away from the athletic plant. When he has made his initial appearance for track his work has been light, composed principally of alternate swings of 75 to 100 yards and walks of a similar distance. Rowe spends

considerable time during the early training season on three to five hurdles. He works for speed and form principally on these short distances. At least twice a week he sprints 300 yards at top quarter mile speed, running this distance in about 34 seconds. He spends considerable time daily in warming-up and body building exercises. Being a member of the half mile relay team, his practices vary occasionally with baton passing at top speed.

Since this is Rowe's last year of collegiate competition, his work will be watched with much enthusiasm and interest by his friends in the Rocky Mountain and neighboring conferences.

Shelley, who is this year a senior and captain of the University of Washington track team, is a very quiet



Kennedy of Texas A & M

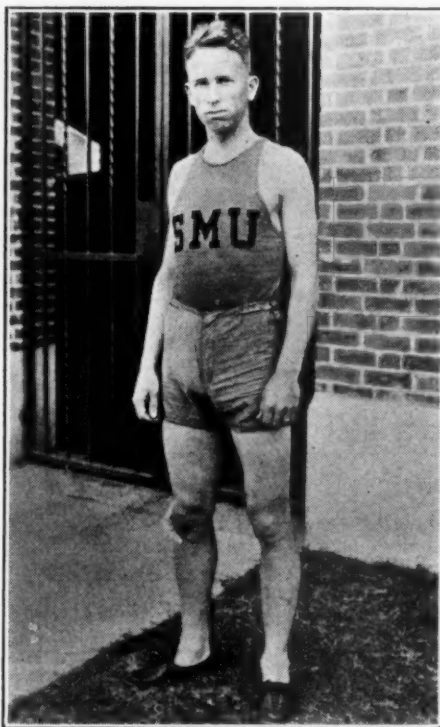
born high jumper and uses the California roll.

Wallace C. Parker, Director of Athletics at Central State Teachers College, Mount Pleasant, Michigan, writes as follows:

"Cline uses a modification of the Eastern form. He has a very fine layout, with a very strong cut. At times, when the bar is high, he will be very nearly parallel to it. He has no peculiarities in training methods, except that he thrives on lots of work. He is a very even-tempered track man, and has the quality of doing his best in the keenest competition. He was our outstanding track man last year.

"Besides being a high jumper, he pole vaults 12 feet, 3 inches; broad jumps 22 feet, 11 inches; puts the sixteen pound shot 41 feet, and throws the javelin 165 feet. He was by far the outstanding college track man in this state in 1928."

Jack McIntosh of Monmouth College uses the Sweeney form. He approaches the bar from directly in front, swinging slightly to the right on the last stride so the right foot (the take-off foot) strikes at about a forty-five degree angle with the cross-bar. He gets a strong kick straight up with the left leg and a lift of the arms as the right foot leaves the ground. The right leg is cut sharply to the right as he gets his layout over the bar. The right leg is then cut back and under the left leg, rolling the hips off the bar. The upper part of the body is raised off the bar by a swing of the right arm back and



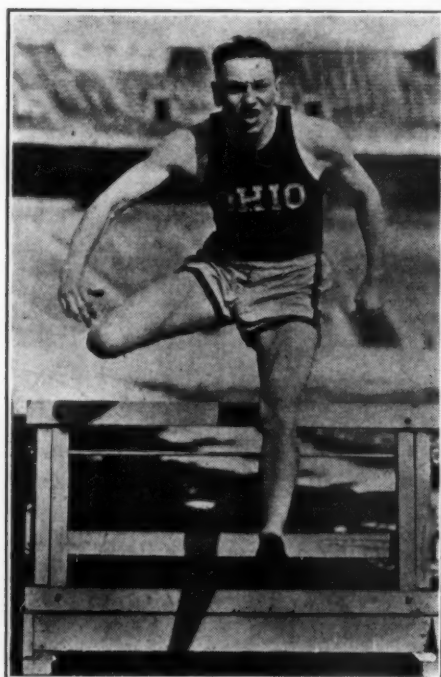
Brown of Southern Methodist

individual, almost as stoical as an Indian, until he sees the starter's gun the day of a track meet. The layman would scarcely expect to see him produce any speed. He is almost the opposite temperamentally of his team mate, Anderson.

John Abernethy is a resident of Circleville, Ohio. He was a junior in the College of Liberal Arts at St. Xavier College last year, but he is not at school this year.

Abernethy's best jump was at the Cincinnati Gym Grounds in 1927, when he jumped 6 feet, 5½ inches. He has jumped 6 feet, 3 inches and better on numerous occasions.

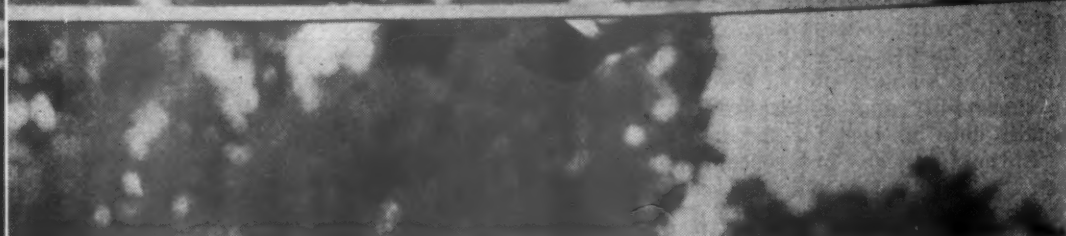
Abernethy is not under the direction of a track coach. He is a natural



Richard Rockaway, Ohio State



John Abernethy, St. Xavier
(Top)



Cline, Central State Teachers College, Mt. Pleasant, Michigan (Above)

Bob King, Stanford University (Top)
Jack McIntosh, Monmouth College (Above)

to the right. He lands in the pit facing the bar.

Unlike most high jumpers, he uses no check marks. He has tried using marks but they always seem to be a mental hazard and he loses confidence in his jumps. He has little trouble with his take-off, very rarely missing a good take-off. He approaches the bar with speed, using approximately forty-five feet for his run.

McIntosh is a strong competitor, performing much better under competition than in practice. He possesses a rather high, nervous temperament, but he does not seem to let unfavorable situations bother him in his performance. As a rule, he takes very little time in preparation for his jump.

He has no special training methods. During the winter he high jumps, hurdles and runs on an indoor cinder track. During his training season, both indoor and outdoor, he jumps for height only five or six times outside of the meets. After he once gets in

shape he jumps only a couple of times a week, but not for height. Work on the high hurdles helps loosen his hips, and he finds this very beneficial. His training for the all around championship at the Illinois Relays last year improved him in the high jump at least two inches.

McIntosh was taught his form originally by his father. He lived on a farm about twelve miles from Monmouth and went to school at Biggsville, a small town that has turned out a number of track stars. He jumped six feet in high school.

The outstanding performances of Jack McIntosh during the past year year are as follows:

Notre Dame Intercollegiate Meet, 6 feet, 4½ inches to tie for first; University of Illinois Relays, 6 feet, ¾ inch, made in the all around championship event won by McIntosh; Knox Dual Meet, 6 feet, 2¼ inches for first place; at the same meet 12 feet, 3⅜ inches in the pole vault; Illinois Intercollegiate Meet, 6 feet, 2¾ inches

for a new conference record and 12 feet for first place in the pole vault; Midwest Conference, 6 feet, 2 inches for a new conference record and 12 feet, 4¾ inches in the pole vault for a new conference record; University of Pennsylvania Relays, 6 feet, 1 inch to tie for first place under weather conditions that were very bad.

During the summer McIntosh works with Swift and Company in Denver, Colorado, where each summer there is an Industrial Meet held for the city. Last summer McIntosh jumped 6 feet, 5½ inches in this meet.

McIntosh was undefeated in the high jump this past season, although he was tied for first in both the Notre Dame and University of Pennsylvania Meets.

Harold E. Barron, Georgia Tech track coach, states that the points which distinguish the broad jumping and sprinting of the new Olympic and world's record holder from Georgia Tech may be summed up in the following: "Ed Hamm spends a long

time getting into condition. He has developed his hip muscles to aid him in the footstamp to a great degree. One of his favorite exercises is to stretch his back leg muscles by taking a standing position and bending at the waist. He does not try to touch the ground with his palms but rather pays attention to the stretching of the muscles of each leg separately.

"Hamm, in describing his take-off, calls it 'anchoring.' In other words his body, instead of being over the board and ahead of his last foot, is 'anchored' erectly by the leg until the swinging leg has completed a most vigorous upwards swing.

"Many of Hamm's pictures show him with his head tilted backwards in the middle point of the jump, the gathering point for the kick. Hamm has the faculty of giving all his strength to a single effort. He warms up thoroughly and on his first jump usually does his best for the day.

"In the Southern Conference, Hamm won the 100 yard dash in 9.8 seconds and then completely ran himself out and collapsed at the finish of the 220 in 21.2 seconds. Later the same day he jumped 25 feet, 6¾ inches. He runs as hard as he can from a mark 125 feet from the take-off board. It is very likely that he will be kept out of the sprints in this year's Conference meet to give him the chance to point in that meet for another crack at his own mark of 25 feet, 11½ inches."

Bates of Penn State made his best record of 24 feet, 10¾ inches in the I. C. A. A. A. A. meet. His coach,

Nat J. Cartmell, writes of him as follows:

"Alfred L. Bates entered Pennsylvania State College with the reputa-

tion of being a good high jumper, low hurdler and pole vaulter. Bates was regarded as being fair in these three events. In his second year at State, he was pointed towards the broad jump and immediately showed promise of developing into an exceptional running broad jumper.

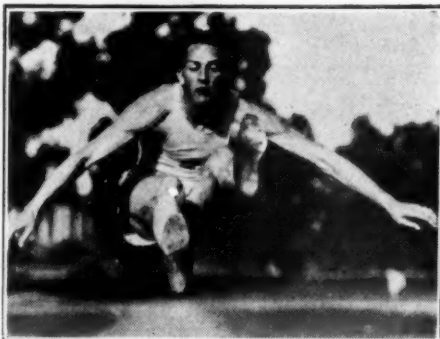
"The reason for Bates' success as a broad jumper may be attributed to his speed and his smooth run for the take-off, together with an unusual, natural spring.

"Bates worked three years to improve his speed, his run to the take-off and his spring and work in the air. He finally made an intercollegiate record of 24 feet, 10¾ inches.

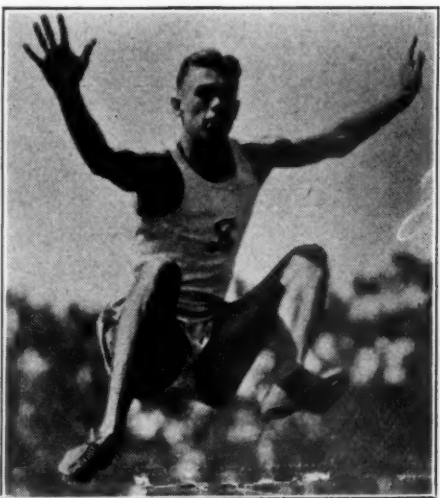
"There was never a more conscientious athlete and no athlete ever thought more clearly in working to improve his class and standard of performance.

"Finally I can truthfully add that Al Bates was a clean living, loyal athlete, a fact which in my opinion played a vital part in helping him to improve his jumping while under my supervision. His splendid condition in keen competition was due to his mode of living and thinking, and made him a game athlete, one who never gave up as long as he had a jump coming."

In Sylvester T. McInerney of Kansas City, Missouri, the University of Kansas not only had a great broad jumper for three years but also a sprinter of much ability, who was able to bring points in the dashes and serve on dash relay teams that did much to bring two consecutive Missouri Valley Conference outdoor track champion-



Kimball Dyer, Stanford University



Fred Zombro, Stanford University



Sylvester T. McInerney, Kansas University



Ed Hamm, Georgia Tech



Alfred L. Bates, Pennsylvania State College

ships to Kansas in 1927 and 1928. In the 1928 season McInerney's best winning jump was 24 feet, 6 $\frac{7}{8}$ inches, with which he took the event at the annual Texas University Relays. He won the same event the next day at the Rice Institute Relays and later took the event in the Conference indoor meet. In the Conference outdoor meet, McInerney took second in the broad jump to a team mate, Cyrus Spangler, who set a new Conference record at 23 feet, 11 $\frac{3}{4}$ inches, placed fourth in the 220 yard dash, and ran a leg in the 880 yard relay which the Kansas team won in 1 minute, 27.7 seconds to set a new Conference record. McInerney won second in the broad jump in the Olympic team try-outs at Iowa City, but failed to qualify in the finals for the United States team. McInerney's speed and endurance were outstanding factors in his track success and he might have done even better in the broad jump had he not usually taken part in both the dashes and relay races in most meets. He finished his collegiate competition with the 1928 season.

Lee Barnes of Southern California is rather small for a pole vaulter, being about five feet, seven and one-half inches in height, but consistent training that has brought about perfection in timing has made him a great performer in his event. The feature of his vaulting at high altitudes is his delayed pull-up. When he slams his pole into the hole he swings along easily with it for some time after most vaulters have started

to pull up, and then with one swift motion he pulls himself above the height of the crossbar and shoots straight across. As his legs go straight across he rarely knocks off the stick with his chest or any part of his body. If he does hit, he usually does it with his feet or with his hands. Another feature of Barnes' work is his balance. He always lands on his feet, as he has a catlike sense of finishing right side up, and for this reason he has never been hurt in a descent from a high vault. Barnes trains a great deal with the sprinters, throws the weights a little to strengthen his arms and legs, jogs around the track carrying his pole, and trains some on gymnasium apparatus, one of his most frequent training stunts being to practice handstands and push-ups to give him



William Droegemueller, Northwestern

strength and coordination in his arm and shoulder muscles. He is a modest, good-looking boy, and was about the most popular track captain ever possessed by Southern California.

A. B. MacChesney of Yale University writes:

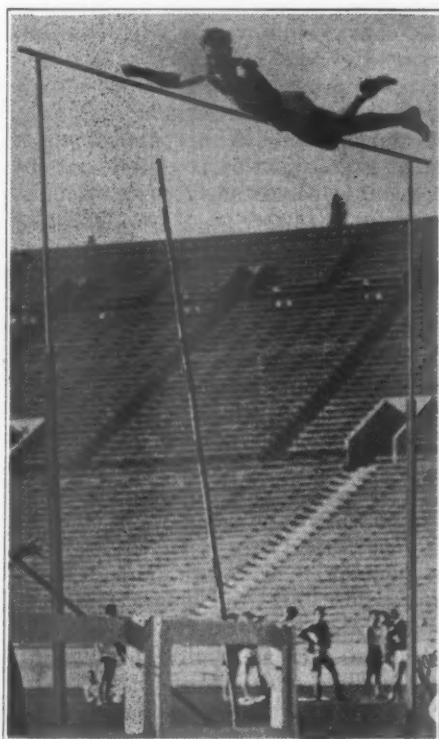
"Sabin Carr completed his brilliant career at Yale as the captain of the 1928 Yale University track team. He particularly distinguished himself by being undefeated during the season in the pole vault. His outstanding feats during the year were the breaking of the world's record in the A. A. U. indoor championships, and winning the pole vault in the Olympic Games.

"In the Holy Cross meet, Carr made his first appearance of the season, winning the pole vault at 13 feet, 6 inches. At the New York Athletic Club games, Carr again took first place. Two days after this, Carr broke the world's record with a sensational vault of 14 feet, 1 inch at the A. A. U. Indoor Championships in New York. This broke all existing indoor and outdoor marks. Carr continued his success by winning the Intercollegiates (indoors). Winding up the indoor season the following week in a dual meet with Cornell, Carr broke the dual meet record with a vault of 13 feet, 6 inches.

"Opening the outdoor season at the Penn Relays, Carr again carried off pole vaulting honors. By winning his event in the Pennsylvania, Princeton and Harvard dual meets, Carr compiled a fine record, and ably led his team as captain. In the Intercollegiates (Eastern outdoors) Carr made his last appearance in a college meet, and won the individual championship in the pole vault.



Sabin Carr, Yale University



Lee Barnes, University of Southern California



Ward Edmonds, Stanford University

"Carr completed the season by winning the pole vault in the Olympic Games at Amsterdam. He vaulted 13 feet, 10¼ inches, which broke the Olympic record, and was a truly remarkable performance with a poor runway."

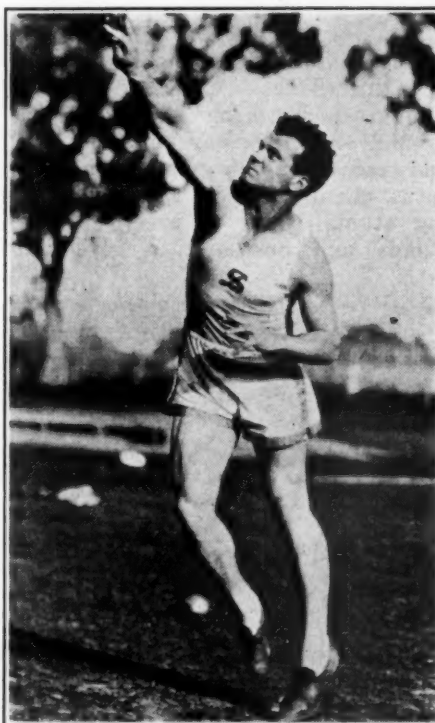
William Droegemueller was developed by the track coach, Frank Hill, who wrote the following:

"Bill Droegemueller, Northwestern University track and field captain in 1928, capped an interesting collegiate career with a second place in the Olympics at Amsterdam. As a freshman "Droegie" averaged slightly less than 10 feet, 6 inches. In the try-outs at Harvard last July, he reached his best mark, 13 feet, 9 inches, at which height he was tied with Lee Barnes and Sabin Carr. The average height for all his competitions during his first year of college competition was 11 feet, 8 inches; for his second year 12 feet, 9 inches; and for his final year 13 feet, 1 inch.

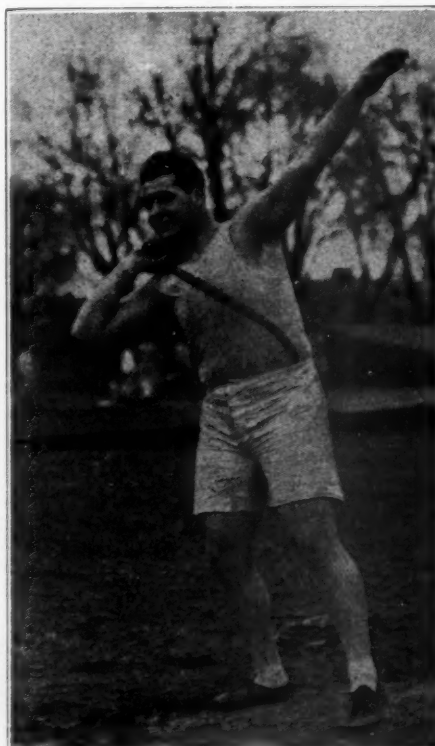
"Droegemueller used a distinctly individual form, suited to his physical capabilities. A long, easy swing over the bar was the noticeable feature of his style. What was not noticeable to many except his coach and perhaps a few team mates was the long, intelligent study which Bill gave to the timing of the inter-related actions which went to make up the finished vault. As his swing-up was a long slow one, his run could not be too fast and yet must be fast enough to impart enough momentum to allow his slow, even pull-up to develop the necessary swing. The pull-up was smoothly distributed throughout the swing, without any of the quick, jerky pull affected by jack knife vaulters.

"During the preliminary training season, Droegemueller worked three

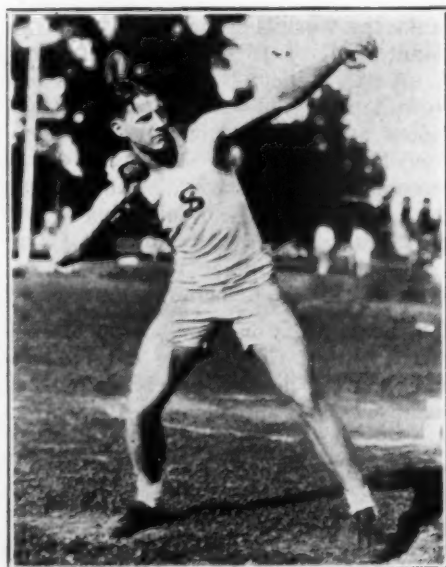
days a week, alternating a day of work with one of rest. His early work consisted of running through to establish his take-off marks, and, after he had these well set, a number of easy vaults at low heights with the bar set back to develop the swing. As the season neared, the workouts were cut to two a week, on Tuesdays and Thursdays, the harder work on Tuesdays. During the competitive season the same



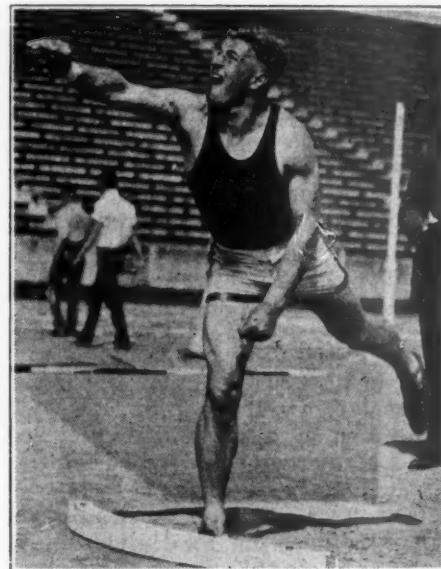
Eric Krenz, Stanford University



David Adelman, Georgetown University



Harlow Rothert, Stanford University



Herman Brix, University of Washington

schedule was followed, with all the hard work coming on Tuesdays. Thursday's work was confined to not more than five or six easy swings over low heights to keep the muscles limbered up. No exercise other than vaulting was used as a conditioner except a very little sprinting up and down the track to strengthen the leg muscles."

Williams is an entirely different type of vaulter from Barnes, his team mate. He is over six feet in height and has long arms and legs. He is a strong vaulter and his powerful arms get his weight over surprisingly high altitudes. Williams has large hands and strong forearms, and his firm grip has considerable to do with his success. He does not shoot so straight across the bar as Barnes, but his coordination nevertheless is good and his form, although not appearing to have the smoothness possessed by Barnes, is consistently correct.

The following information is given by C. S. Edmundson, track coach at the University of Washington.

"Brix, the shot putter, came from Tacoma, Washington. The first put that he had measured on the Washington campus with a sixteen pound shot was exactly 32 feet in distance. His improvement to 51 feet, 8 inches, made at the Olympic Games, should be an inspiration to any boy with ability who has the desire of becoming a shot putter. There was a constant improvement in distance and in form throughout his four years while attending the University. He depended upon an extreme right shoulder dip and a long follow through."

Concerning White of the Kansas State Teachers College, G. W. Weede, Athletic Director, writes:

"White has no unusual form. He



Pete Rasmus, Ohio State

gains more speed across the circle than some, perhaps, and slightly twists his body on the crouch for delivery.

"His winter and indoor practice is entirely with medicine balls, chest weights and push-up stunts, and he uses no lead shot for floor work. He weighs 190 pounds and is six feet tall."

Adelman of Georgetown is a big man and has a very unique form. In four years he has progressed from 42 feet with the sixteen pound shot to 49 feet, not by dint of increasing physical powers but by development of his shot putting form. When he starts his work-outs he usually takes about ten throws from the standing walk, as most shot putters are wont to call it. He stands with his heels to the back of the circle, steps about eight inches forward with his left foot and then steps forward with his right foot to mid-circle, going into a crouch and continually keeping the forearm parallel to the lower part of the right leg so as to make sure when he comes out of this position that the muscles of his whole body are concentrated in an effort to put the shot out. He tries to get as many parts of his body as possible tending and pointing in the direction to which the shot is going. His left arm, feet, right leg, shoulders and waist all point in that direction. After these warm-up throws, he starts what he calls the rolling hop. He averages four feet more from this hop than from the walk.

His hop is rather difficult to describe in so far as it resembles the Western form used by Krenz, Rothert and others, but a decided up and down and up again movement is noticed. He stands straight up at the rear of the circle, pauses, lifts the right leg first and then the left one, gets set

and is off. Just before he crosses the circle a slight bend may be noticed in his right leg, which he slowly develops into a rhythmic bending and straightening. His hop is rather slow, but the momentum never ceases, for no sooner does he land in the crouch



Lloyd Hein, Washington State College



Dell Allman, Michigan State Normal

than he shoves the shot. Due to his size and the push in his arm he does not stress the idea of a severe crouch such as is used by John Kuck. His knee and waist are bent just a trifle to get the snap from his body. Unlike most shot putters, he depends greatly on the strength in his arm, but makes good use of the legs and realizes how

important they are in putting the shot.

When in training he believes in working out five times a week, putting the shot only three of these times. He stresses the Monday work-out with the shot. The Tuesday program includes ten minutes gym work, five or six sprint starts on the track and a little jogging. He takes it easy with the shot on Wednesday and makes Thursday a repetition of Tuesday, and Friday the same as Monday. He does not believe in working out for at least two days before an important meet so as to conserve all energy which is needed to conquer the nervous state before the meet.

Lloyd Hein, who leads the discus throwers, is commented on thus by his coach, K. A. Schlademan, of Washington State.

"Lloyd Hein, discus thrower, developed last spring from a very ordinary performer to one capable of close to world record distance; he never achieved consistency at better than 145 feet, although he is credited with one throw of 155 feet. He slumped at times to the novice class. This was probably due to lack of experience and to lack of necessary competition, since



Leo Baldwin, Texas University

last season he had his first Varsity track competition. There is nothing unorthodox about Hein's form. He holds the discus palm down and stands with his left foot and side toward the front of the ring. His turn starts slowly and is straight across the ring. He depends almost entirely on terrific speed of reverse and arm whip for his distance. He has always thrown the discus rather higher than is necessary. If he can correct his throwing angle and standardize his reverse, a world record is not beyond his possibilities."

Clyde Littlefield, track coach at the University of Texas, has the following to say of his outstanding discus thrower:

"Leo Baldwin, captain of the University of Texas track team for 1929, has all the qualifications necessary to make a good discus man. He works faithfully and consistently because he loves track and field competition. He is a high hurdler, a fair sprint man and has made six feet in the high jump. He is strong, but with his strength has wonderful coordination. His form is simple. He is ever on the job trying to correct any fault that hinders his movements in gaining distance in his competition. He watches

other good discus throwers whenever given an opportunity. If he sees anything that will help him (taking into consideration his physical build), he will try to use it in his form. He weighs 190 pounds and is six feet, two inches tall.

"Baldwin takes three or four weeks of easy work before he starts any distance throws. After this he throws for distance only once a week and that on Saturday afternoon. He practices on Monday and Wednesday for form



V. W. Lapp, University of Iowa



Ketz of Michigan

only. We are always very careful about making every man take warming-up exercises. These exercises are movements which will be used in the actual throwing of the discus. The other days in the week he practices exercises, working with the sprinters and hurdle men and does a little high



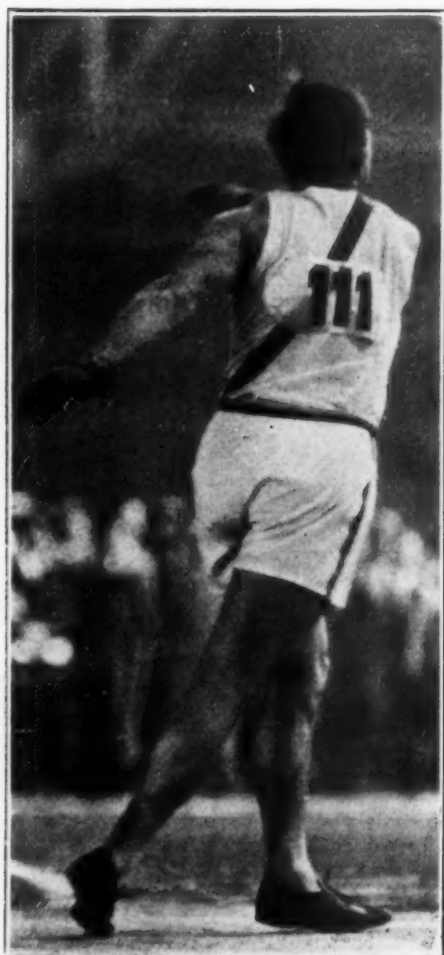
Edmund Black, University of Maine

jumping. These all tend to develop speed, leg drive and coordination. The days he works with the discus, he works with the shot. He is always careful about overworking the arm. Overwork is very harmful and in mid-season a man will fall off in distance rather than gain as he should, if he does too much.

"The form Baldwin uses is employed by many discus men of the country. It is the perfection and the consistent practice that counts. He doesn't change from one form to another, but has found the one best suited to his physique and has worked consistently on that form.

"It is the correct timing of the different movements of the body that helps discus men gain distance. We try to instruct all of our men to learn the same form. Of course at times it is necessary to change slightly to meet the different needs of the individuals.

"Baldwin stands in the back part of the ring facing toward or slightly to the right in the same direction in which he is going to throw. He takes a few preliminary swings with the discus arm, which is his right. During these swings, the body moves easily and is as relaxed as possible. As the arm moves backward on one of the swings, he steps forward with the left foot. This step is a little to the right if standing directly to the front. He always holds the arm back and lets the body travel in front of the arm. The right foot next crosses the left with a forward step; the thrower turns on the ball of his feet. The left foot then advances forward to the front of the circle. The last movements are always faster than the start of the turn. After the left foot comes to the front, the thrower actually gets the reverse, the discus having left the hand. The arm is always back until the final move-



Wright of Cornell

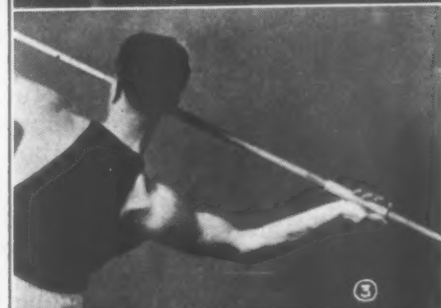
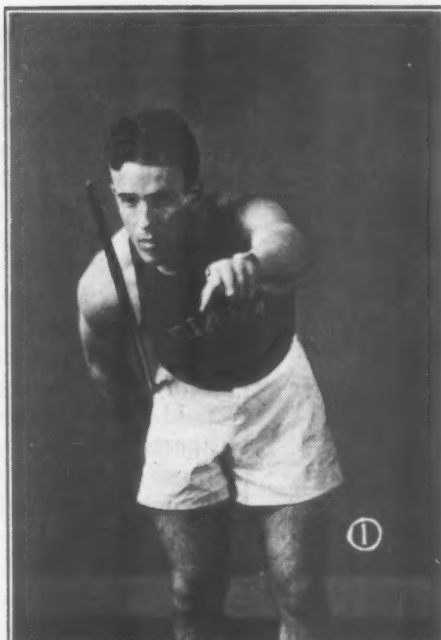
ment in the throw. Illustration A shows Baldwin after the discus has left the hand, the good follow through, the head and eyes up and the end of the reverse. The illustration also shows him taking all the ring and landing in a straight line from the front to the back, which is necessary in mastering this form. The left leg on the end of the reverse is used to help keep the thrower in the circle after the throw. Illustration B shows the great power the thrower gets with the leg drive. Especially is this true when the thrower gets the movements so timed that the leg drive, the body force and arm snap come all at the time necessary to get a concentrated force behind the discus.

"I have not covered all the minor details, such as the sail and how to hold, but have explained in general how Baldwin has trained to throw the discus."

Rasmus is a senior in the College of Engineering at Ohio State and hails from Ashtabula Harbor, Ohio. Rasmus has thrown the discus 164 feet, 1 inch in practice and broke the Ohio State record last year with a heave of 151 feet, 2½ inches in an inter-class meet. He set a new record in the Quadrangular Meet of 137 feet, 6½ inches. Moreover, he won the Western Conference championship with a heave of 144 feet, 9 inches, and, during his past two years of Conference competition, he has scored in every meet in which he was entered. Rasmus was considered as a leading Olympic contender but failed to make the grade in the final trials despite a brilliant showing in previous meets.

Dell Allman of Michigan State Normal College attributes his success in discus throwing more to form and well-timed coordination than to size and muscular effort. He is a small man for a discus thrower, standing five feet, eight and one-half inches and weighing 167 pounds. His form has come as a result of many years of exceptional interest in the game, accompanied by detailed study of the movements involved and a determination to make good. He is in training about eight months of the year, during which time he has a discus with him wherever he goes and avails himself of every opportunity to take a workout. He is holder of the Michigan Collegiate Conference record with a throw of 147 feet, 7 inches for his best official mark. However, he has an exhibition throw of 154 feet, 2 inches to his credit.

Norwood Griswold Wright rowed on the crew for Cornell during his freshman year and did not start throwing the hammer until the second semester of his sophomore year. He is a tire-



W. T. Rinehart of Indiana University

less worker and has developed rapidly. His success is due principally to his speed, combined with unusual strength. He uses a double turn and jumps unusually fast in both his turns and delivery. He has good all around athletic ability and leaves both feet in making his turns. He is five feet, eleven inches in height and weighs 195 pounds.

His record in the hammer throw includes: second in Penn Relays in 1927; first in Penn Relays in 1928; I. C. A. A. A. Outdoor Champion, 1928, with a throw of 167 feet, 7 inches; and first in all dual meets during seasons of 1926-27 and 1927-28.

Coach Steve Farrell says of Ketz, University of Michigan hammer thrower:

"Ketz is twenty-one years old, was born in Detroit, Michigan, and threw the twelve pound hammer in his high school days. He did not attract much attention in this event, as his best throw was only about 130 feet. He also threw the javelin, but with little success. In his freshman year at Michigan he threw the sixteen pound hammer with two turns 140 feet and has shown improvement each year since then. He stands six feet, one inch and weighs 195 pounds. He uses a one handle grip on the hammer, uses three turns in competition and very seldom steps out of the circle. He broke the Conference record in 1928, and holds all Michigan records; he won in the Drake and Ohio relays and the National Intercollegiate. He tried for the Olympic games, but like many other good hammer throwers (who had to wait 45 minutes between throws) did not place in the first five. He is captain of the 1929 Michigan track team and, as hammer throwing is his hobby, we expect he will improve this year. For his winter training he plays hand ball, squash ball and throws the thirty-five pound weight."

Don Gwinn, of Pittsburgh, place-winner for America in the hammer at Amsterdam last summer, is one of the smallest star weight men in collegiate competition. He is a diligent trainer, and is content to hold solo practice sessions with his hammer

(Continued on page 22)

W. T. Rinehart

1. Starting Position
2. Grip at Start. Note Position of Fingers, Thumb and Palm
3. Final Stages of Cross Step. Ready for the Reverse
4. Middle of Reverse Followed by Wrist Snap and Complete Follow Through
5. Side View of Illustration 4. Note Position of Fingers, Thumb and Palm

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JOHN L. GRIFFITH, Editor

Making Track and Field Meets Popular

THE Illinois Relay Meet held March 16th brought out a large field of competitors some of whom broke former records. These items are of interest in recording the results of a fine college sports event but one of the important things in connection with the Illinois Relays is that these games are so well managed and directed that the program consumes but two hours of time. There may be a few outdoor track meets where the events are run off as smoothly but the Illinois Relays serve as a model or might well serve as a model for other indoor track meets.

In the last ten years when basketball, football and some other college sports have been increasing in popularity track has just about held its own. The college dual track meets are if anything losing ground. The relay meets have grown in popularity but track on the whole is not improving so rapidly as the friends of track desire.

Major Simpson has offered in his article in this issue of THE JOURNAL certain suggestions which if followed would undoubtedly help to make track meets popular. Those who are interested in track and especially those who have the responsibility of coaching and administering track and field athletics should concern themselves with this problem. It is not enough to suggest that track does not receive the publicity that some of the other sports receive. The papers generally give the public the news regarding those things in which the public is interested. Now and then a maintained bally-hoo such as was in effect for the Dempsey-Carpentier fight will result in creating a lot of interest for a certain event. Over a period of years, however, the papers will devote just about as much publicity to the sporting event as that event deserves as judged by the interest that the public has in the event in question.

Neither is it enough to suggest that spring football interferes with track. If track is a major sport and the boy considers it a great enough honor to win laurels in track he will neglect his spring football for the other sport. If on the other hand track is of minor sport interest in the college, naturally the boy will go in training for some other sport where the honors may be the more alluring. The fact is that

unless we are ready to admit that track meets never can be made interesting because the public cares only for the team games and especially those that have an element of personal combat in them, then we should consider what can be done to improve track.

The writer has only a few suggestions. First, the track coaches, like the basketball and football coaches as they have developed the coaching technique, have tended to make of the sport a more or less exact science. Mile and half-mile runs are started where possible from the 220 straight-away and frequently the races finish on the side away from the crowd. The relay and the quarter-mile are run in lanes. The field events are frequently held so far away from the spectators that it is not possible for the latter to enjoy these events. Further, the programs are protracted largely because this coach or that coach wishes to give certain men who compete in a number of events plenty of opportunity to rest between events. Mile relays are run in sections and the winners decided by the timers whose watches very frequently do not agree. The result is the spectators must wait until some one has figured up on a pad the order in which the teams finished.

Surely it would improve track if the relays were run in heats and not sections, if the order of lanes in the relays were alternated according to the suggestion made in the 1929 rules book, if the program were run on a time schedule and officials who had courage enough to start the men who were ready to race at the scheduled time were used, if the pole vault were started high enough and the competitors were allowed a minimum of two minutes for each effort.

At the Illinois Relays the pole vaulters were given two minutes for each vault. Since the pole vault and high jump usually hold up the meets it is suggested that the games committees try the following plan—announce that the pole vault will start at the time scheduled at eleven or twelve feet, depending on the class of the entrants. Those who wish to practice at lower heights should be given an opportunity to do so before competition begins. If this plan is followed and each competitor has a time limit placed on his performance the pole vault can be run off in an hour and a half to two hours' time. If this is done not only are the spectators pleased but the good vaulters have a better chance to make their best performances.

In conclusion track and field athletics are largely in the hands of the track coaches of the schools and colleges. If these men are willing to put forth every effort in popularizing track, the game will improve. If improvement is not shown, track and field will soon be classed as a minor sport.

National Collegiate Wrestling Tournament

THE annual National Collegiate Wrestling Tournament was inaugurated last year, with representatives of sixteen colleges and universities competing. The meet was a success in every way, particularly from the standpoint of the caliber of contestants and from the fact that the receipts were sufficient to refund to the universities more than fifty-five per cent of the expense of railroad fare. As

the Journal leaves the press the 2nd Annual Meet will be in progress. From present indications, this year's meet will surpass that of 1928 in every way. First, college wrestling is increasing in popularity and, secondly, the best wrestlers today are those representing the colleges. This latter point is emphasized by the fact that practically ninety-five per cent of the 178 wrestlers qualifying for the final Olympic Tryouts were either college undergraduates or graduates. Every one of the fourteen men who won places on the American Olympic Wrestling Team were either college or ex-college men.

The 2nd Annual National Collegiate Wrestling Meet at Ohio State University, Columbus, Ohio, March 29 and 30, has much significance because the winners in the different weights will represent the best amateur wrestlers in the United States. A glance at the early entries to the meet indicates its caliber.

The Administration of College Eligibility Rules

EVERY BRUNDAGE, President of the Amateur Athletic Union, in a recent article has suggested that "A. A. U. rules on amateur sport are more stringent than those of some colleges and even of some college conferences." He adds, "This is naturally so, since athletics are only an incidental part of college education and there is no necessity for college rules being so comprehensive as those of an organization created solely for that purpose."

When Mr. Brundage wrote this statement he evidently had in mind that certain college conferences have adopted rather broad rules relative to college athletes' participation in summer baseball. Since, however, some colleges that permit their athletes to play baseball in the summer time are affiliated with the A. A. U. this latter organization apparently has not considered the so-called laxity on the part of the colleges in question as serious enough to make them ineligible for membership in the Amateur Athletic Union. Mr. Brundage's suggestion that athletics are only an incidental part of college education and that there is no necessity for college rules being as comprehensive as those of the A. A. U. calls for further consideration. In the first place the majority of the college conferences have adopted amateur rules that are fully as comprehensive as are the A. A. U. rules. Further, the colleges have undertaken to discourage proselyting and recruiting and do not favor the granting of athletic scholarships. The athletic clubs that are affiliated with the A. A. U. do not attempt to discourage the recruiting of college athletes for the clubs and openly give athletic memberships to the college men who compete for the clubs. The colleges have attempted to enforce this phase of the amateur rule and the A. A. U. has openly recognized the principle of the giving of athletic memberships by the clubs to the athletes.

Further, the colleges limit participation to three years and thus make it impossible for a boy to devote an undue amount of time to athletics. The rights of the individual student are further safe-guarded by the Conference rules which require that an athlete

shall carry his scholastic work satisfactorily. Under the A. A. U. rules there is nothing to prohibit a club athlete from spending five, ten or fifteen years after graduating from college in athletics. Such an athlete might well go from one swimming or track meet to another living off of his expense money and working a bit now and then. In other words, under the A. A. U. rules an amateur athlete may practically make a business of athletics and still keep within the rules while under the college rules as pointed out above an athlete cannot spend four years in idleness in college and hope to represent his institution in athletics. Other very strict eligibility rules such as the migratory rule have been adopted by the different college conferences as a guarantee that the men who represent the colleges in athletics are bona fide students, are amateurs and are using athletics as an avocation and not as a vocation.

The big difference between the A. A. U. administration of the amateur rule and the administration of this rule by the colleges may be explained in the following comparison. The chairman of the registration committee of the Central A. A. U. District has jurisdiction over the major part of four states. If an athlete in one of those states three hundred miles distant wishes to be certified as eligible for A. A. U. competition he fills out a blank stating that he is an amateur and sends the same to the registration committee. The chairman of the registration committee then accepts the boy's statement and sends him a card showing that he is a member of the A. A. U. for one year. If any one protests this boy's amateur standing the A. A. U. considers the evidence. If no one voices an objection his own statement is accepted.

The college plan differs in this respect. The institution assumes responsibility for the athletes that represent it. Consequently the college not only accepts the athlete's statement regarding his amateur standing but the eligibility committee explains the rules, questions the boy and goes over all of the points regarding his eligibility very carefully with him. At the University of Michigan, for instance, the following procedure is followed. When a boy comes out for a team his name is added to the list with the others who are candidates for that team. This list is sent to the registrar who certifies whether the men in question have passed their scholastic work and are carrying the required number of hours. If they are eligible scholastically the men are then asked to meet with the faculty eligibility committee. When they come into the outer office each one is given a copy of the rules and asked to read them carefully. After reading the rules each boy is admitted to the office of the eligibility committee where he meets the members of the committee and is quizzed by them respecting the various angles of the rules. If he satisfies the committee that his amateur standing is all right he is then asked to sign an eligibility statement following which the faculty committee certifies regarding his eligibility under the rules that have not been covered by the registrar. Even under this plan mistakes may be made but certainly every one will agree that there is not so much chance for mistakes as are possible under the A. A. U. plan.



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College Honor Roll in Track and Field

(Continued from page 19)

every afternoon on the University weight field.

Gwinn takes four turns in the ring. He is powerfully built through the shoulders and legs, although he is less than five feet, eight inches tall, and weighs under 160 pounds.

Gwinn is a very quiet, retiring individual. He studies his technique and constantly seeks to improve it.

Vernon W. Lapp, University of Iowa hammer thrower, is an example of a hard-working athlete's response to coaching. With no knowledge of the event, Lapp reported as a sophomore. He was strong, weighed about 185, but lacked coordination.

Once he had determined to be a hammer thrower, however, Lapp concentrated upon the event. He worked all winter, keeping his competitive edge by putting the shot in intercollegiate meets.

He developed a fast pivot and a strong follow-through. In 1927 and 1928, Lapp placed fifth in the National Collegiate A. A. hammer throw, and last spring, in a dual meet, hurled the missile 158 feet, 6 3/5 inches, farther than any effort of an Iowa athlete.

Lapp also was a capable performer in the shot and discus, and at the 1928 Ohio Relays, won the triathlon championship, defeating Allman of Michigan State Normal, the 1927 champion.

Of Rinehart Coach E. C. Hayes of Indiana University writes:

"W. T. Rinehart as a javelin thrower was discovered in a call for freshmen to compete in telegraphic meets.

"His form is natural and has been changed very little since the first day he picked up a javelin. As usual with beginners, his tendency was to throw too hard for distance without carefully warming up his muscles. A sensitive temperament gave him a fine competitive spirit which has been well balanced by rare power of self-analysis. This enables him to correct mistakes, acquire coordination, and build his physical and nervous energy up to a point of high efficiency.

"During the fall and winter months Rinehart lives a common sense, regular life. His election to Phi Beta Kappa is ample evidence of how he spends his time in the class room and laboratory. But his routine for building up strength and reserve for the competitive season consists of a varied program. Running, jumping, and low hurdling gradually improve his speed

and spring, while traveling rings, rope climbing, pulleys and the bars keep his upper body in fine condition. Particular attention is given to snappy movements of the wrist, arm and back, similar to the dangerous strain produced by a hard throw of the javelin. As the competitive season approaches, the indoor work lightens, and advantage is taken of nice sunshine to throw easily, with emphasis on form. The temptation to extend himself for distance is rigidly curbed until weather conditions and the right amount of form work have prepared him for extended effort.

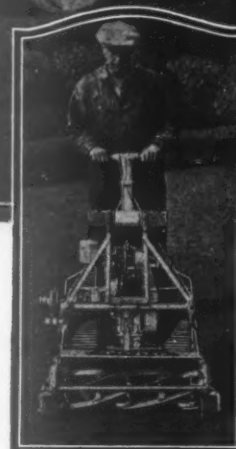
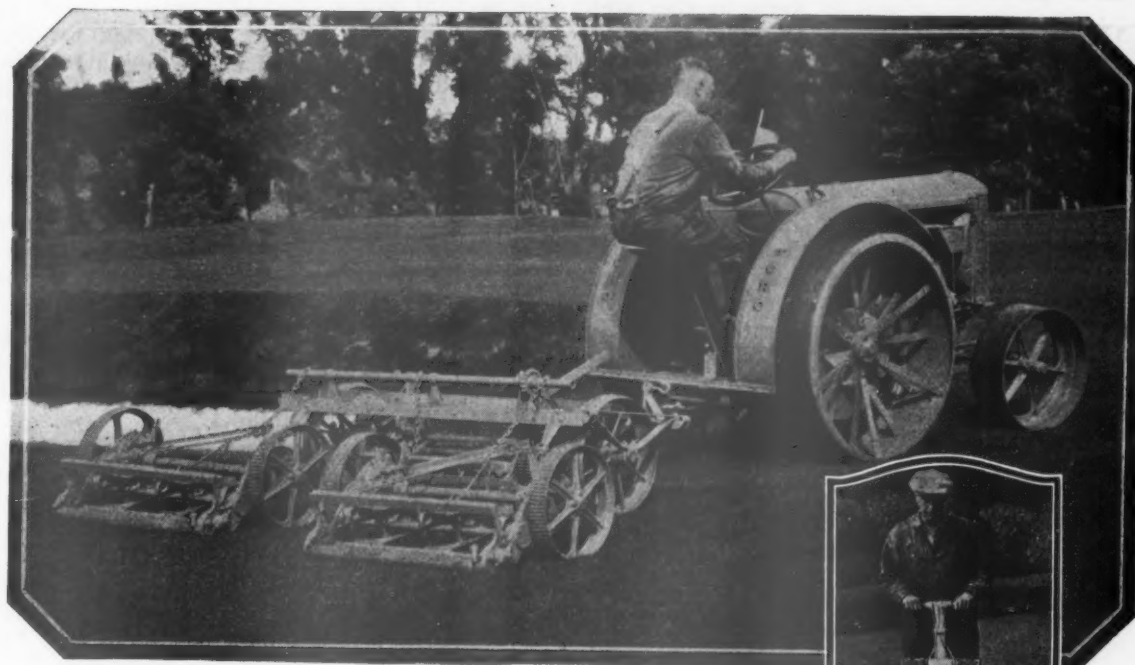
"When he is ready for trials, precautions are taken to have his approach properly marked off. From the starting mark his run begins easily, and speed is acquired gradually until the maximum is reached approximately at the point where the cross-step is made, a distance of about fifteen feet from the scratch line.

"Work for the week previous to a meet usually consists of two fairly hard days, Monday and Wednesday, but a program slightly under maximum on Tuesday and Thursday. Light warm-up work on the javelin and plenty of running and jumping are taken these days. Friday no work is done, or possibly very light running if weather conditions are very favorable. Should the arm or back show soreness, a complete rest is taken for three or four days before the meet.

"After careful examination of the footing, air currents and prevailing weather conditions, Rinehart takes a snappy warm-up, and measures off his take-off. Several throws are made, gradually increasing in distance, say 170, 180, 190 feet. When his turn comes to make his trial, he takes his starting position with the javelin arm extending backward and the point straight ahead in the direction of the throw. The javelin is grasped diagonally in the palm of his hand with the palm up. It is held firmly, but the entire body is relaxed. A slightly crouched position is assumed, with the left arm extended in the direction of the throw.

"Then he starts slowly and gradually attains maximum speed at the point where he eases into his cross-step. As the cross-step starts the javelin hand begins to turn and at the point where the reverse is started the arm is coming up in position for the throw. The body is inclined back-

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ward and sideward with the legs slightly bent. Up to this time the body has been relaxed as much as possible and the javelin has been held in a straight line. Then with all his strength he hurls himself into the reverse as the javelin sweeps high and in straight line over his shoulder, pointed at an angle to get proper contact with the grip and the thumb on the under side. The force is applied in a straight line through the javelin and a final wrist snap is used to get the complete follow-up. This leaves him landing on his right foot with his eyes following the javelin and his left arm and leg used as balances to throw him at right angles to the scratch line.

"Before each throw his mind goes over the most important and difficult factors of the event."

Suggested precautions by E. C. Hayes:

"Keep the javelin straight in line at all times.

"Don't start out too fast.

"Avoid all jerky movements.

"Have the sweep of the arm directly over the shoulder.

"Keep the thumb on the under side of the javelin and all the fingers in contact with the grip.

"Stay relaxed until the final effort is made, follow through and keep your balance."

Ray Goode of McKendree College held the world's high school record for the javelin from 1921 to 1924. During his high school competition he threw his right arm out and was forced to begin throwing with his left arm. In spite of this he has become one of the five leading college throwers and is undoubtedly the best south-paw in America. For fifteen minutes he held the national record at Chicago in the semi-final try-outs for the Olympics. His throw of 209 feet, 7 inches was beaten by Bartlett of Albion.

Goode begins his run slowly and gradually increases his speed until he reaches the point for the cross-step—a run of about sixty feet. This run gives him enough speed for the reverse without a loss of the necessary snap that makes the throw effective. Goode has so perfected this cross-step that it does not shorten his stride or reduce his speed. Neither does he begin the reverse until time for the javelin to be released.

When he reaches a mark about fifteen feet from the finish, he leans backward and holds tense the muscles of his back, chest and throwing arm. The left arm, instead of being extended at full length, is held with the elbow bent and close to his side, the

hand being about fifteen inches from the shoulder. This position gives his thrust a snap instead of a full sweep and enables him to throw the weight of his entire body, as well as his arm muscles, into the heave.

Goode's unusual speed, the snappy delivery, the quick reverse and the use of entire weight of his body enable him to obtain a greater distance than that achieved by many other throwers. After much practice he has learned to spin the javelin as he releases it. This eliminates the vibration which tends to reduce the distance. The force of Goode's reverse and the snap of his delivery usually throw him from his feet.

Coach Chester M. Destler of the College of the Ozarks outlines the methods used in training Glenn Rice, as follows:

"First of all, a word for Rice's temperament: He is not the robust type of athlete, although well-proportioned and muscled. Instead, he is more akin to the high-strung, nervous race horse which rapidly becomes stale if overworked. He is sensitive, more so than any other athlete that I have known. In addition, he possesses a full share of the competitive spirit, doing better in competition than in practice as a rule, especially in the javelin. I hold his high-strung, nervous temperament responsible for this, as well as a certain amount of personal pride.

"In training Rice for his events, great care was taken not to overwork him. Because of the fact that he did the broad jump and ran the 100 yard dash in addition, his work for the week and day was carefully arranged so that he would leave the field each day before he was tired and before he wished to stop throwing. His weight when he was in his best condition was 162 pounds, and because of a tendency to fall below this I had him report his weight constantly. When he was under 162 pounds I generally lessened his work, at times making him take a day off; and occasionally, I prescribed chocolate malted milks.

"Another factor in his training was the constant care to help him build up a reserve of nervous energy for competition. In addition to watching his weight carefully and taking care not to overwork him, I advised him to lie down and relax fifteen minutes or half an hour each day at noon or after lunch. Also I did not permit him to do his best in practice more than once a week in each event, and then not on the same day—generally on Wednesday and Thursday.

"In practice Rice did his running first, working on the 100 yard dash,

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Note the partial list of chapter-headings on this page.

James N. Ashmore, coach of the University of North Carolina, gives an interesting word picture of the mental side of tournament play and relates some "do's" and "don'ts" that spell success. His article is called "Handling a Basketball Team Prior to and Through a Tournament."

J. Craig Ruby, coach of the University of Illinois, emphasizes the need for properly adjusting the system to the individual player.

W. J. Reinhart, coach of the University of Oregon, describes how proper schooling in fundamentals leads to a strong defense.

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Room 313

and then rested before going to the javelin. On Mondays he limbered up with short throws and worked on the various points of form, closing with five or six throws of fair distance. On Tuesdays and Thursdays, when he threw the javelin on those days, he threw ten or fifteen times, about 150 to 160 feet, working on the coordination of his run with the throw. On Wednesdays, after warming up, he threw three or five times for distance. Often, toward the end of the season, throwing on Thursday was omitted.

"In regard to his form: He uses the so-called American style, turning the left shoulder at right angles to the board at the start of the throw and finishing with his right shoulder toward the board. His run on dry ground or turf was about forty-five yards, gathering speed gradually up to a mark sixteen feet from the board. He hit this with his right foot at good speed, his body beginning its lean back, executed a single cross-step and then began the throw as his left foot came forward and his right leg straightened. At this point his shoulder reverse accelerated the arm action, his right hand and the javelin passing directly over the right shoulder, and the right leg being straightened with a strong thrust down and back as the throw was completed with a snap of the wrist. The latter was practiced assiduously in order to gain complete control over the javelin as it left the hand. But the biggest factor in the success of Rice's throw was his powerful shoulder reverse timed so as to take advantage of the motion of the body forward and of the leg drive already begun. In order to get the best advantage of the leg drive,

I discouraged a leg reverse. Instead, the right foot was brought forward after the javelin left the hand, and was placed about six inches from the board in order to check the motion of the body forward. Another important factor in the distance obtained was Glenn's maintenance of the speed of the run—a fairly quick, but not fast, and easy run—throughout the cross-step. In the cross-step, also, the line of the run was maintained, instead of veering off to the left, so that the tendency to throw slightly to the right of the body was overcome.

"In my opinion, the correct timing of the shoulder reverse with the leg drive and the body throw forward, while the speed of the run was maintained, was the most important factor in his form. Added to it, and just as important, if not more so, was his competitive spirit.

"I add these facts regarding his personal description: Rice's height is about five feet, ten inches. He holds the Arkansas State Intercollegiate records for the javelin and broad jump: 182 feet, 4 inches in the former; 23 feet, 9 inches in the latter. He took third place in each event in the Drake Relays last spring: 181 feet in the former; 22 feet, 10½ inches in the latter. In the N. C. A. Meet in Chicago, June, 1928, he threw the javelin 204 feet, 9 inches, taking third place, and took fourth place in the broad jump with 23 feet, 5½ inches. He was clocked three times in 10 seconds in meets last spring in the 100 yard dash."

Hines of Georgetown University is not large for a javelin thrower, but because of the marvelous development of his shoulders and right arm he has become one of the best competitors in the country. He is about five feet, eight inches in height and weighs 160 pounds.

In making his throw, he starts about ninety feet back of the foul line. Keeping the spear below the waist, he begins his run slowly and with a peculiar hop, gradually increasing his momentum until, when within about twenty feet of the foul line, he puts on a burst of speed, at the same time gradually bringing his arm and the upper part of his body as far back as possible. Instead of the snap throw which is prevalent in small men, Hines seems to drive solely with his arm and body, and leaps through the air in so doing. Hines believes that the javelin should attain a height of at least sixty feet in the air. During the training season, he practices twice a week, striving usually for form rather than for distance.



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Carrying Football to Mexico

By Dr. M. S. Bennett

University of the South

IT was only natural that as I approached nearer to my destination on my recent trip to Mexico, whither I had been sent by the National Football Coaches Association in the interests of American football, I should begin to experience certain misgivings as to my reception.

The truth is that I knew little of Mexico and the Mexican people. There were certain questions that I wanted very much to have answered before I began the task of inducting the young men into the nature and value of football. Were the Mexicans a sport loving people? Was there to be found an interest in sport for sport's sake, or was there only an interest in sport as a spectacle?

I had hardly crossed the border, however, before my misgivings began to take wings, because a glance from the car windows revealed an open field and—soccer goal posts! In a very short time there was another, and, more than this, the familiar post, backboard and iron ring of a basketball court. I found afterward that soccer and basketball were the prevailing forms of sport. In the City of Mexico itself, almost every vacant space was equipped for one or both of these splendid sports.

Besides these, I soon learned, tennis has made remarkable strides in popularity during the last two years, owing to the zeal and perseverance of Senor Eduardo Mestre, President of the Mexican Lawn Tennis Association. Only two years ago, the Club, Deportivo Chapultepec, was started and today this has nine hundred members of whom two hundred are women. The twenty-seven courts of the club were all occupied when I visited the establishment. The club is now projecting an arena with a capacity of 8,000 seats. There is no doubt of the fact that the visit of America's great tennis ace, William T. Tilden, gave a wonderful impetus to the growth of tennis in Mexico. Mr. Tilden, himself, made a fine impression upon all with whom he came in contact. The Mexicans speak to this day of his wonderful skill and of his patience and tact in teaching the younger people the game.

Basketball came into Mexico through the agency of a Mr. Williams,

who brought the first ball and introduced the game. Today it is much in vogue, being played by both schools and clubs in many parts of the nation. When I visited the American school in the City of Mexico, I found the students in the midst of the basketball tournament—both boys and girls. The climate favors the outdoor game, and interest in it is very keen among the young folk. On the municipal playgrounds, which are arranged very much as we have them in the States, there are arrangements for tennis, basketball and volley ball.

Among the colleges, so far as I could discover, the only competition is in track. For this, by the way, there ought to be a great future in Mexico since my study of the physical characteristics of the young Mexicans revealed exceptional adaptability. It may be noted just here that my best high jumper at the University of the South, was young Manuel de Martino, of Mexico City. There is likewise great interest in track among the clubs, where, rather strange to say, the training hour is seven in the morning. The Mexicans also practice football at this hour, having surprised me by asking me to attend a practice at that time and having been themselves surprised, I think, when I promptly said I would be there.

I found upon investigation that football was first introduced into Mexico by a young Mexican, Raoul Debresa, who attended the Brooklyn Polytechnic School, and upon his return organized two teams for the purpose of giving an exhibition. This first game was played some time in October, 1896, at Jalapa in the state of Vera Cruz. Of this game, Mr. Debresa, who was very enthusiastic over my undertaking, gave me a most amusing account. The year 1896 was in the era of the "flying wedge," which old players remember with pain to this very day. Among certain classes in Mexico, a large "banjo" mustache, one with long curling ends, is much admired. One of the participants in this pioneer game was adorned with an especially noteworthy mustache when the game started, but, after the first wedge, he found that half of it had been lost in the scuffle. The other half had then to be shaved



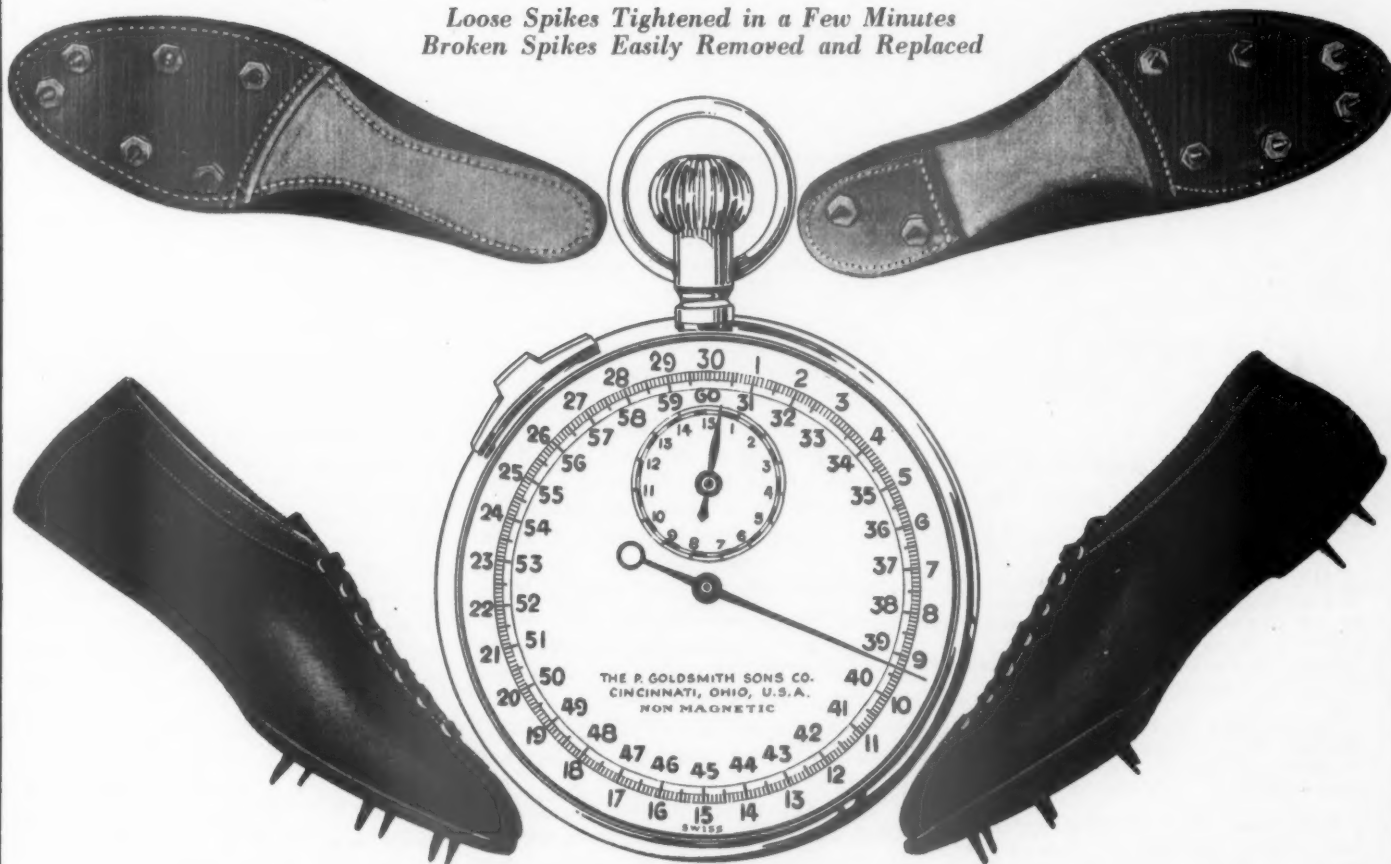
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off before hostilities could be resumed. After this, it was evidently decided that the game was too costly, and the sport was not resumed until two years ago when a group of Mexican boys who had been at school in the States, endeavored to establish it once more, but without much success.

In the spring of 1928, General Palmer E. Pierce, the President of the National Amateur Athletic Federation of the United States, visited Mexico. Learning of his presence in their country, two young men, Roberto Noriega and Reynaldo Horcasitas, called upon him and expressed their desire to get football really started in the colleges of Mexico. General Pierce extended to them an invitation to attend the meeting of the Association held in New Orleans this last winter. This invitation they gladly accepted, and my visit to Mexico was the outcome.

Just here I must say that I wish I had time in which to tell something of the impressions I received during my all too short stay in Mexico. It may be that Mexico learned something of football from me—I hope it did—but certainly I learned something of Mexico. Every moment of the journey after I had crossed the border was full of interest. The train itself—its armored car and attendant soldiers, its Pullman first class coach, its second class and its third class, which we should call a “box car”—and the Indians about the station all excited interest. From the windows of the train, many things attracted attention. Everywhere one saw what corresponds to the Model T Ford in Mexico. This, however, is an animal known as a burro. He is used extensively for both freight and passenger service. Sometimes nothing can be seen of him because of his load which completely envelops him as he plods along.

The fantastic forms of various cacti, the little plastered huts and the larger houses made of adobe, were alike interesting to a stranger like myself. But to me the crowning revelation of the trip to Mexico was the city itself. Its spacious boulevards, its parks, its old monastic establishments, its theatres, its cafés, and above all its charming people quite captivated at least one gringo from the northern republic. However, time forbids me to speak further of these things except to say that the generous hospitality which met me on every side from the most charming people one can imagine made upon me an ineffaceable impression.

To get back to football, I found that there had been organized a federation

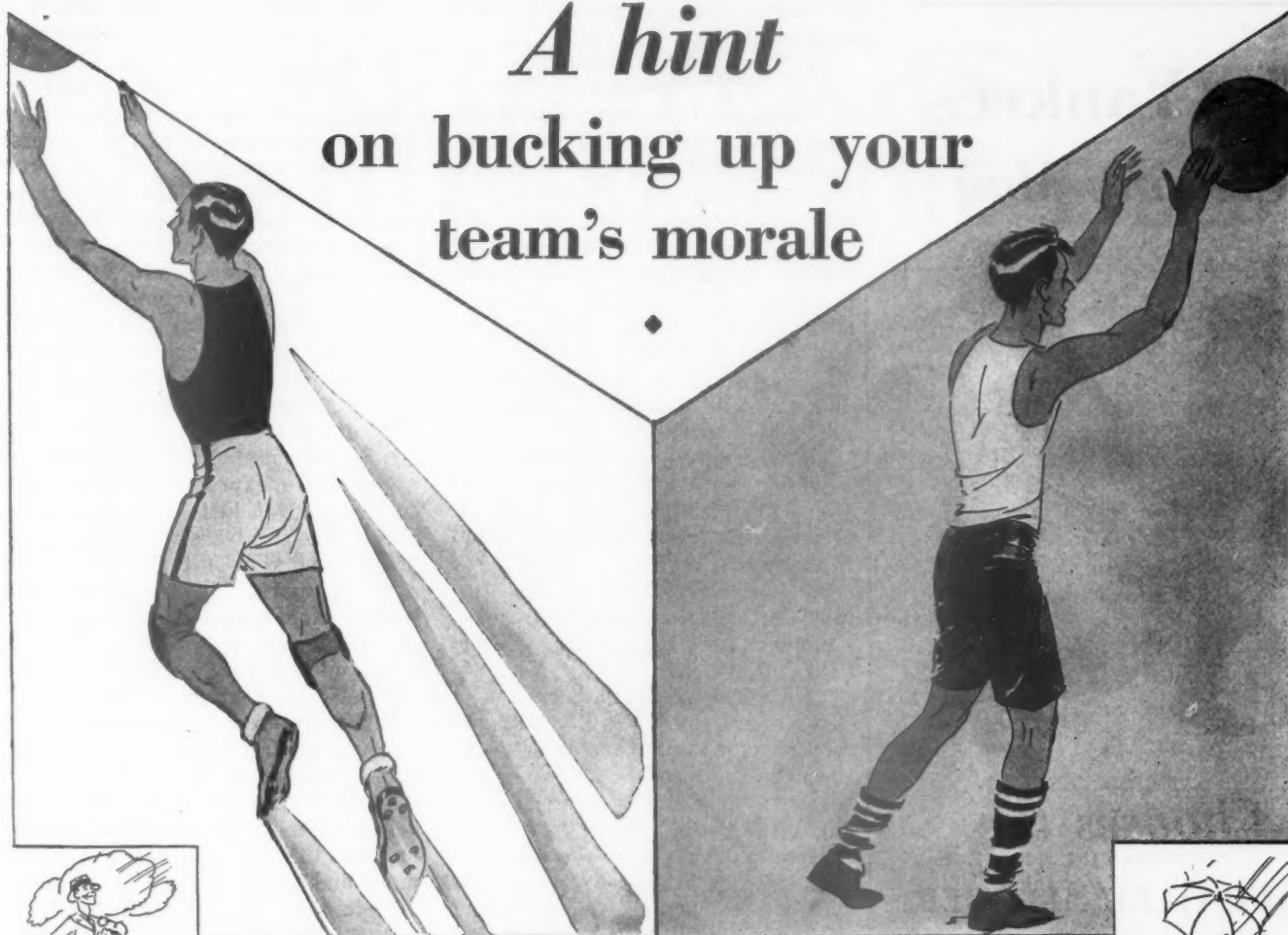
of five teams. Three of these teams were from clubs, such as El Deportivo, the president of which, Senor Villareal, had played football at St. Luke's School in Pennsylvania, when Fred Gillender from the University of Pennsylvania was coaching there. Another was known as the American team and consisted of boys from the States, some of whom were graduates of colleges. Then there was a team from the Military College, and another from the University. Besides being the manager of his club, Senor Villareal was the President of the Federation. I may say just here, that the Commandant of the Naval School informed me that though he had only sixty boys, his school would have a good team this year.

Among all these teams there was practically no equipment—uniforms, pads, etc. Each man was supposed to furnish his own equipment if he had any. The only thing provided as a safeguard was a rule that the Federation must pay for medical attention to the injured. One of the first things I did was to insist that no one should play who did not have some protection against injury.

There was no such thing as an athletic association in the University, and no organization through which support and control might be secured. The great value of an efficient athletic organization was one of the things most profoundly impressed upon young Noriega by the New Orleans meeting. “What a great thing,” he remarked, “would something like this be for Mexico! To have every section of our country represented in a meeting like this, where every one is harmoniously working toward a common end!” The idea, therefore, which he carried back to Mexico in company with his friend Horcasitas was far more extensive than mere instruction in football—he looked also toward the building up of a strong national collegiate organization such as we have in the States.

Let me comment here upon the hearty reception given to these boys in New Orleans. After they had been introduced to the Association by General Pierce, they were taken into the coaches' meeting where they were cordially received. It was a common sight to see Rockne, or Warner, or Shaughnessy or some other coach, helping them to fill their notebooks with plays or notes of instruction. Their interest was so keen, their apprehension of football principles so ready that the coaches unanimously decided that it would pay to send some coach back home with them to extend the teaching they had received.

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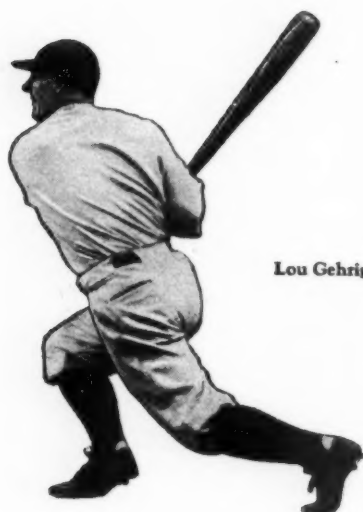
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The coaches therefore passed the following resolution:

"New Orleans, Louisiana,

"December 29, 1928.

"Whereas, This organization has been honored by the visit of Roberto Noriega and Reynaldo Horcasitas of the University of Mexico, who have asked us for aid in the development of the game of football in their great country, and

"Whereas, This organization is deeply sensible of this honor which has been conferred upon it by their visit and of the spirit of friendship and goodwill of which it gives unmistakable evidence, and

"Whereas, We believe that contests between teams made up of the young men of the universities of Mexico and those of the United States would tend to make us know each other better, and would promote that fine and lasting friendship characteristic of the athletic field,

"Now, Therefore, Be it Resolved:

As an expression of the goodwill and respect which every one of us bears towards the people of our great southern neighbor, represented by our guests, that every institution represented in this organization and the coaching thereof, extend such aid as may be asked for and that ways and means be devised that we may have the privilege of sending a football coach to be selected by the President of this organization to the University of Mexico for a period of two weeks' instruction, at such time as may suit the convenience of that university.

"Signed,

"Henry Schulte, University of Nebraska, Lincoln, Nebraska.

"W. H. Spaulding, Southern Branch, University of California, Los Angeles, California.

"M. S. Bennett, University of the South, Sewanee, Tennessee.

"Clyde Littlefield, University of Texas, Austin, Texas.

"Dan E. McGugin, Vanderbilt University, Nashville, Tennessee.

"The resolutions were enthusiastically adopted, and the President later appointed Dr. Bennett of the University of the South to go to Mexico City, representing the Association, to be of any assistance he could to the Mexicans in establishing American football," reads the report of the secretary of this Association.

The following is an account from a newspaper of Mexico City, *El Universal*, January 22, 1929:

"Interview of Pres. Portes Gil with Dr. Bennett.

"The President revealed himself to be a sportsman. He showed a thorough familiarity with Dr. Bennett's activities in Mexico and declared himself highly pleased with the interest the students of the universities and preparatory schools were taking in football. He assured his caller that the sport would receive his fullest cooperation. He promised to call together the rectors of various universities throughout Mexico and organize an intercollegiate athletic association. Dr. Bennett urged that it be affiliated with the National Collegiate Athletic Association of the United States and the President agreed with him on the wisdom of the course. He expressed pleasure that contact had at last been effected between the university elements of Mexico and the United States on the basis of sports and predicted that it would have a lasting influence and make for great benefits. He also spoke with a keen anticipation about international football games.

"The interest and enthusiasm of the boys of the University of Mexico for American football,' Dr. Bennett told the President 'have amazed and delighted me. There is no question but that they are adapted by temperament and spirit, as well as by physique, to take up this virile sport, but it should be under faculty control and direction just as it is in the United States, and to this end I respectfully urge you to call together the rectors of the various universities in Mexico and have them organize an intercollegiate athletic association. The next step would be for the faculties to lay down the rules and regulations for participation in football. Their organization should be affiliated with the National Collegiate Athletic Association of the United States. The reason why football should be under faculty direction is that it is essentially a university and preparatory school sport.'

"President Portes Gil promptly declared himself in agreement with the noted coach and said that he would confer at an early date with the Minister of Public Instruction, Ezequiel Padilla, and that he would lay stress on Dr. Bennett's suggestions.

"I hope that American football has come to Mexico to stay,' he said, 'and you may be assured that I will give it my utmost cooperation. I quite agree with you that it should have its place in the curriculum of the universities and preparatory schools and that its educational value will be very great. Please give my thanks to the National Association of Football Coaches of the United States for send-

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ing you on this friendly mission to Mexico.'

"The President then told Dr. Bennett of what he had done to give his native state, Tamaulipas, organized sports. He said that he had organized interstate track meets with Coahuila and Nuevo Leon, and that he saw that sports would help much to implant culture, as well as health, among his people.

"Dr. Bennett yesterday afternoon gave his final lesson in American football to the squad at the University of Mexico. It topped off a full day for him. He began at 6:30 a. m., coaching the squad of one of the preparatory schools. When the practice was over at the National Stadium, the squad gave him a cheer and carried him around the field on their shoulders.

"His mission to Mexico, which promptly became quasidiplomatic, grew out of a resolution passed at the annual conference of football coaches at New Orleans last month, proposed by Dan McGugin, the coach of the Vanderbilt University. It provided that a coach be sent to Mexico to give two weeks' instruction in American football there. The action of the Football Coaches Association reciprocated the presence in New Orleans of Reynaldo Horcasitas and Roberto Noriega, in representation of the University of Mexico."

Universidad Nacional
De Mexico

Rectoria January 30, 1929

Mr. B. F. Finney

President of the University of the South,

Sewanee, Tenn., U. S. A.

My dear Sir:

I am in receipt of your telegram commending Doctor Bennett, and in reply state that his valuable co-operation is highly appreciated by this University.

His skill and enthusiasm has lent a decided impetus to American Football in Mexico, which we hope will result in a thorough development of this sport among us.

Very truly yours,

Antonio W. Leal.

I reached Mexico during the holiday season, and it was impossible, therefore, to reach the assembled student body of the University. I did, however, get together a strong group of young men who were very anxious to learn something of the game, and later, by means of the radio, I got in touch with a very large number of others. Those who came out for practice were given special lessons in tackling, blocking, following the ball, etc. In addition, the formations they

knew were revised and corrected. In two days, they had learned to tackle remarkably well. They proved to be especially adapted to catching passes—in fact they all excelled in those elements requiring the use of the hands, at which they all seemed adepts.

One of the first things that had to be corrected was a tendency to blame each other for mistakes, and to fail to accept one leadership. Each man wanted his suggestion adopted. It seemed to me also that the sonorous language was rather too stately for signals, making them come too slowly. At the American school, there were about 800 boys and of this number 66 were out playing football a week after my first lecture there. In this lecture, I described Mr. Warner's triple pass behind the line, and, when I saw them playing as above mentioned, one of these teams was executing it as well as I have ever seen it done. The Mexicans are remarkably quick in their movements, especially in handling the ball, and when they learn to throw as well as they catch, they will be capable of playing a sensational "open" game.

Everywhere I found an eager reception for the game. I coached teams of one sort or another, at various times of the day—one at 6 a. m.—and lectured until 10 o'clock at night. Never have I had more interested pupils. Many of them were in their street clothes, which were ill adapted to such use, but there they were, ready to take what came. An incident of the last practice of the University boys will illustrate this. One of the backs took the ball and started but was smothered. I heard an ominous sound from the pile-up and was not surprised to find his leg broken. The point is that there was no excitement. He was carried off the field, but the game went on as if nothing happened. There is no doubt about the fact that the Mexican boy has three prime requisites of a good football player—speed, alertness of mind and pluck.

Interest in the game was not, however, confined to students and young boys, but was shared by their "Pastors and Masters" as well. These all seemed to appreciate the value of the game as a coalescing influence throughout the country, and expressed themselves as determined to do all that may be possible to extend it. The President of the University received me very cordially, as evidenced by his letter of January 30. The President of Mexico, Portes Gil, who has the appointing power in the different state institutions, was greatly impressed by my mission and said he intended to call all the rectors together for the



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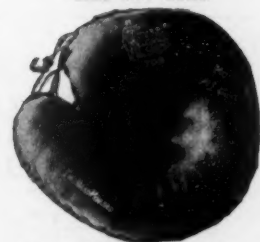
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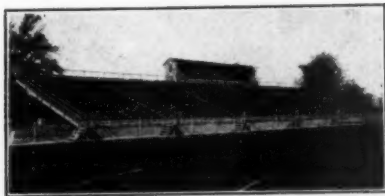
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purpose of realizing Noriega's dream of a great organization similar to the National Coaches' Association, and expressed his sincere thanks for their kindness in sending an envoy to Mexico.

There can be no doubt of the fact that Mexico is sport conscious. The interest in sport is keen, and the people really desire to take part instead of merely looking on. The splendid climate lends itself admirably to the development of all branches of outdoor sports. The people themselves are physically able. This is evidenced by the large number who have taken up such strenuous sports as tennis, basketball and soccer within the last few years. So I unhesitatingly predict a great future for football in Mexico.

I had been sent to teach football to the Mexicans, and, soon realizing that I could reach only a limited number by actual coaching, I determined to avail myself of the radio. To accomplish this, I lectured every night to an audience, at the same time speaking before a microphone, through which I reached a much larger number than those actually present, though these latter were never less than 150.

To attain the result I desired, it seemed to me that I must set forth clearly not merely theory and practice but also the ethics of the game, and, in order to do this last, a certain amount of history was necessary. I accordingly began by showing how football found its way into England from Italy, which in turn had received it from Greece, how the game known as rugby originated at Rugby School where the first hero in football history earned his title to fame by picking up the ball and running with it. To this day the fellow who runs with the ball is still the hero of the game, even though sometimes he runs the wrong way with it. I tried to account for the drastic proscription of football by King Henry VI, who made it capital offense. I cited Stubb who in 1583 described football as a "bloody and murderous practice," and I tried to show that, far from being anything of the kind, modern football is the king of manly sports. To do this, I followed the game from the eighteenth century, when it was first taken up by the schools, down to the year 1905 in this country, when it was again regarded by many people as a "bloody and murderous practice" which ought possibly be forbidden by the law and certainly by the college.

I pointed out how football had been preserved through the influence of President Roosevelt, who, recognizing

the great possibilities of the game, called a meeting of representative colleges, which succeeded in eliminating the chief abuses, and, as a result, evolved a game which is purely American.

From this point it was easy to justify my characterization of the game as the king of sports. I pointed out to my audience the ways in which football as we Americans play it today helps a boy become a man in the best meaning of the term. To play it, he must guard his body from all influences that would make him unfit for life itself, or he cannot succeed as a football player. It is a mistake to speak of this as a "sacrifice." There is no sacrifice in keeping the body clean and making it strong. Liquor and lewdness, gluttony and slothfulness have no place in any young man's life, and they are certain ruin to a football player. Football requires more character than it does physique. This I illustrated by citing the examples of such men as "Chigger" Brown of Sewanee, who weighed 135 pounds and was All-Southern half; Bill Spears of Vanderbilt, who, weighing a little more than Brown, started out an invalid and became one of the country's greatest quarterbacks; Jack Hedges of Pennsylvania, Kelley of Princeton, and others of this character. It was, however, not necessary to name many because I found right there in Mexico a man who for four years had backed up the line at the Missouri School of Mines, and weighed only 125 pounds while he did it.

I pointed out the curse to the game of betting on it, and recommended the Englishman's idea of never betting on any game in which gentlemen are engaged.

Possibly more than anything else, I hammered in the necessity of condition. This wins always. Without it there is no chance against equals in strength. The man in condition can study better, can fight better, is more determined, can put forth all his strength.

I showed how there is no game in which victory may be more startlingly plucked out of defeat, if the courage and stamina and character of the losing eleven is intact. I told them of Cornell leading Pennsylvania, 11 to 0, at the end of the half, and Pennsylvania making two touchdowns in the last quarter and winning the game; of Princeton trailing Chicago, 20-14, backed up to her own goal with about a minute to play—a flashing pass—a desperate run and the final score, Princeton 21, Chicago 20. I told them of Riegels' disastrous error, in the

California-Georgia Tech game, and of how he came back into the game to be a tower of strength to his team for the rest of the time, thus meeting with a high spirit a calamity that would have rendered a weaker soul absolutely useless.

Whatever it may have been in the days of Mr. Stubbs, football today is a gentleman's game and can rightly be played by no others. Crookedness is possible, foul play is possible and so is foul language, but gentlemen do not employ such tactics and the rules forbid them.

Then I emphasized the value and even the necessity of teamwork in the game, and the after effect of it in fitting men to coordinate their efforts with those of other men in the life that follows college and football games, when a man's value to himself and to the community and state lies in his power to work with other men.

Finally, I stressed the educational value of athletics. I insisted that every educational institution provide physical development as a regular part of its work as much as the study of chemistry or any other science. Over this training, the faculty should have the same supervision and control that it has in other matters pertaining to the development of students. This value has been clearly demonstrated. At Harvard in 1927, 81 per cent of the athletes in the class received their degrees, while of the non-athletes only 67 per cent graduated. The good student is the good athlete. However, I am sure that the full value of football as a developing agency can be appreciated only by those who recognize the fact—for it is a fact—that the physical prowess is largely a product of the spirit. The boy who learns at his mother's knee to pray, and is not ashamed of it, who regards his soul as the captain of his body can, in the strength of his spirit, take that body anywhere and make it do anything.

It was a matter of extreme gratification to me to see the audiences at these lectures grow each night, and to read the kind expressions about them which appeared in the papers. And then I was greatly touched, when at the end of the last practice with the University lads, after they had run three times around the track before dismissal, to have them gather around me and give fifteen "Raahs for Bennett"—Mexico's first football cheers.

An American reporter informed me that it was the first time he had seen an American cheered in Mexico.



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Promoting Track and Field Meets

By George L. Simpson

State Teachers College, Eau Claire,
Wisconsin

NOT many years ago college basketball was not self-supporting. Today, the crowds desiring to witness games cannot be accommodated. It is likewise possible to increase the popularity of track and field contests so that larger crowds will attend meets and give this activity the support it merits.

Those of us who love track are perfectly satisfied with the manner of conducting meets. We are "sold" on the interest of the sport. The general public, we must admit, reluctantly, is not so "keen" to attend meets, even conference meets.

Last year at the Western Conference meet, Major John L. Griffith placed me in charge of the javelin throw. During a casual conversation with the referee, Mr. Schulte, he suggested, and I carried out, the scheme used in the Olympic games of speeding up the event without hurrying the competitors. This, you probably know, is to have each competitor, one after the other, throw his own approved javelin, properly labeled, and, after each contestant has made one throw, measuring the six best throws only. During the second flight, only three men had throws measured, because the others either had made better throws or were not in the first six. In the finals, only a few measurements were needed, even though we measured every doubtful distance. The time was thus cut in two, everyone was much pleased and interest was increased.

This experience prompted me to mail circulars to sixty of the leading track coaches in the country, most of whom responded with splendid suggestions outlining ways to create more interest in track events. This article is largely a compilation of the suggestions made by more than one coach.

On one point everyone was agreed; namely, greater publicity of track activities must be had. My opinion of the best method to obtain this is to emphasize the individual almost to the exclusion of the arrangement and conduct of the meets. The public follows an athlete who excels in competition, a man who does better under stress. Most of those who contributed to this article agreed that meets must be shortened. Long waits to accommodate "prima donna" athletes or offi-

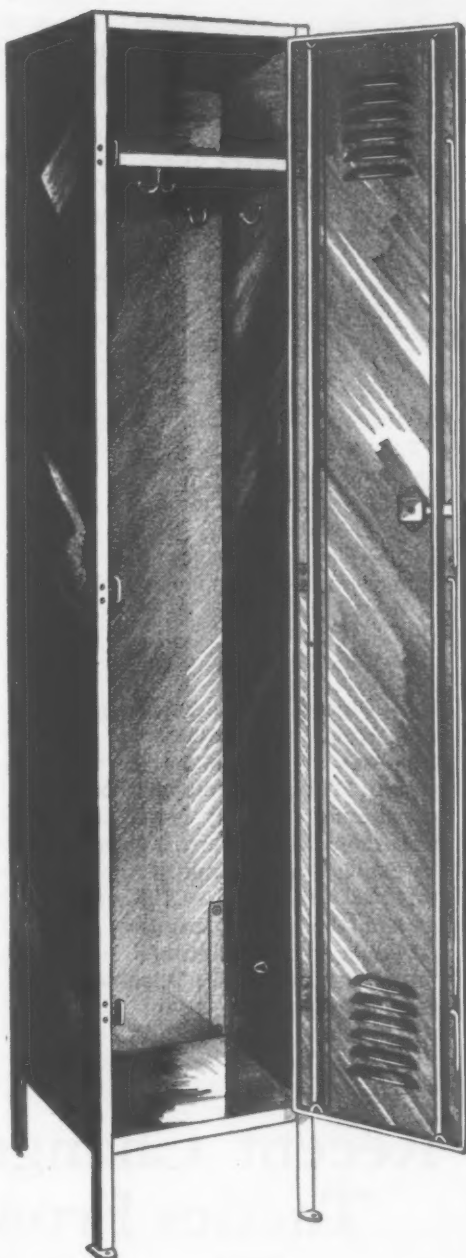
cials must be eliminated if track is to come into its own. Under no condition, rain, shine, or sleet, must a schedule be abandoned. The public is willing to be educated. Are the track coaches and officials? A team unfortunate enough to report late for its turn must accept the penalty of being too late. Promptness is paramount if track is to develop.

More track and field meets should be held. A basketball team will play about sixteen times a year and a track team, with twice as long a season, competes less than half that number of times and has twice the number of members. Basketball is kept in the public's eye and a track team is forgotten. A track team should compete every week from February to the close of school. One of the prominent track mentors facetiously advised the purchase of mutuel machines and a betting license and prophesied the immediate occupation of the top place in the athletic world!

Some of the specific recommendations made are as follows: Better officials, especially announcers, must be trained. This does not take long. Officials must stay out of the lime-light. They are necessary evils. When not working, they should be instructed to sit on seats provided for them. Where more than one finish line is used, two sets of finish line officials should be secured. Officials should wear white hats and be limited in number to the very minimum. Students used to help conduct the meet should be instructed to report ahead of time, given specific tasks and rehearsed in their accomplishment. The field must be kept clear.

Progress boards should be provided, appropriately marked and furnished with a pointer to indicate the best performance. A colored letter of the school in the lead in each field event should be attached to the pointer. Flag markers should be used in the weight events and the broad jump. The ground should be marked clearly with arcs or lines. Weight events should be thrown in flights; i.e., all the contestants should throw and then only the number of places to be won plus one should be measured. This cuts the time of weight events in two. The three jumps should begin before the first track event. The hammer should be thrown behind a wire barricade from where it can be seen.

Several coaches were emphatic in recommending that all runs except the longer ones be relays. Why not try the arrangement in a triangular meet? It would eliminate heats, provide thrills, cause team development



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and create interest. The mile and two-mile events may be made team races to save time. It was suggested that much time might be saved through the use of starting frames and by having lapped runners eliminated.

Approval was given by most of the coaches to the idea of assigning lanes to individuals early enough so that this information might be included in

Time can be saved in the jumps and weights by requiring each contestant to begin his trial within ten seconds of an official's word, "Go."

An easily accomplished improvement in the color of a meet would be the adoption of an established uniform and flag for teams of a conference. With reference to the Western Conference, my suggestion is a color scheme something as follows:

Uniform	Numbers	Flag
Illinois—White with blue stripe across chest and down leg.....	Ending in 5 and 0 only	Blue
Wisconsin—White shirt, cardinal trunks.....	Beginning with 1 except those ending in 5 and 0	Cardinal
Michigan—Blue shirt, maize trunks.....	Begin with 2, etc.	Blue & maize
Purdue—Black	Begin with 3, etc.	Black
Indiana—Crimson	Begin with 4, etc.	Crimson
Northwestern—Purple	Begin with 5, etc.	Purple
Chicago—Maroon	Begin with 6, etc.	Maroon
Iowa—Old gold	Begin with 7, etc.	Old gold
Minnesota—Old gold shirt, white trunks.....	Begin with 8, etc.	Old gold & white
Ohio—White	Begin with 9, etc.	White

Numbers would be worn on both chest and back.

the program. A bulletin board with painted lanes might be made on which numbers and school names would be placed. The Olympic method of not penalizing the first break in a race and disqualifying on the second break is popular with some of the teachers of track and field. All competitors should report five minutes ahead of schedule to the starting line. Waits must be eliminated. A restriction to two track events might accomplish this without handicap to the runner.

One task of track coaches is to teach football coaches the value of sprint training for football players, especially line men. Another is to see reporters at least once a week. A third is to run business-like meets.

Track and field work is "like a great painting—the last word in coordination, rhythm, skill, and the achievement of success after long hard days of preparation."

Teach the public appreciation of track.

Recent Changes in Basketball Tactics From the Point of View of Psychology

Coleman R. Griffith

Director of Research in Athletics, University of Illinois

AMONG the changes in basketball tactics that have appeared during the last few years there are two which have come to take on unusual importance both from the point of view of the coach and of the spectator. These two are the short-pass game and the fast versus the slow-breaking offense. Both innovations call for such a complete change in basketball style that they seriously affect the desirability of the game for the spectator and the ease of teaching for the coach. To the spectator, the modern game is much less interesting

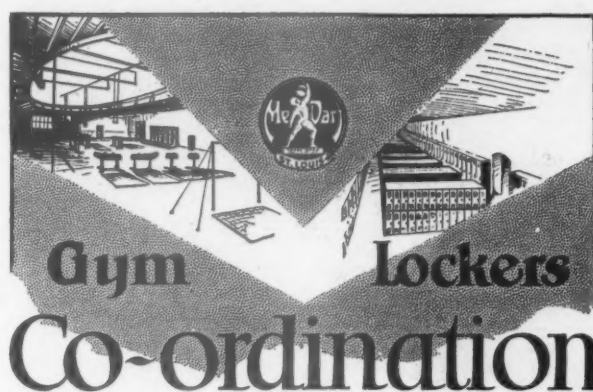
and to the coach it is far more technical. It was once possible for any five men who knew how to "hit the basket" to get together and play a handsome game of basketball; but this is now as impossible as it would be to collect any eleven men and make out of them, on a moment's notice, a good football team. But these two aspects of the game, viz., the pleasure of the spectator and the technical problems of the coach, are the least interesting aspects to a psychologist. The short-pass and the quick versus the slow-breaking offense introduce psycho-

logical problems of considerable importance. Let us begin with the short-pass.

As a matter of tactics, the short-pass means criss-crossing and circling in such a way that the man who is to receive the ball shall gain a lead of a half or of a full pace on his guard. From the moment an attempt is made to penetrate the defense until the goal is made or a retreat is effected, each man must be leading his guard so that he will be in a position to take a short pass or a quick bounce from the floor. As a rule, each man must be set either to take the ball or to let it go, since the passer must make a good many feinting movements. It is clear that this style of play calls for quick and accurate movements and good foot work, including pivoting, turning, deploying with one foot while the other retains its position, and so on.

There are two ways in which a man may train himself for this type of play. On the one hand, his coach may plan different sequences of movement much as a football coach devises formations and plays. The members of the team must then set to work to learn these sequences of position and of movement just as if signals were called for them. As a matter of fact, some coaches do use signals in the sense that the position on the floor of the man who holds the ball becomes the starting point for a given sequence of criss-cross and circling movements and passes. As practice periods come and go each man on the team learns where every other man is going to move, once an attempt to penetrate the defense gets under way; and thus skill is achieved in this particular form of the short pass. It is clear that this type of play does not place a great amount of initiative on the individual player. Once a break is made, either from the right or the left side of the floor, the rest of the play runs or should run according to schedule. This is taking personal initiative and individual strategy out of basketball in the same way that it has been taken out of football.

There are coaches, on the other hand, who find scant value in these formal plays and pre-arranged series of passes. They hold, in effect, that basketball should be a game in which the play or the strategy should be constructed as the game goes on and as men find themselves in the constantly changing situations that are characteristic of basketball. They spend their time, therefore, in teaching men how to handle the ball when it is passed or bounced quickly and at short range from one man to another and they strive first and foremost to



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let their men gain a *feeling* for one another's presence. Instead of penetrating the defense in a pre-arranged way or according to some one style of attack, they depend upon that *instinct* or that *intimate sense of team play* which men acquire after they have played together a great many times; that is, continued practice together gives men a sense of what the other fellow is most apt to do, where he is most apt to be at any given moment. The men come to know one another's habits so intimately that they can and do create their own style and strategy as the game goes on. We say of an experienced taxi-driver that he has an *instinct* for finding his way quickly and surely through heavy traffic. It is this *instinct*, whether of taxi-drivers or of basketball players, that we wish to examine, since it lies at the basis of the very best skill in the short-pass game and in the quick-breaking offense.

We may make a long story short by saying that the so-called *instinct* of the expert in the short-pass style of play is probably dependent upon a new visual habit which he has acquired. That is, he must learn to make accurate passes and other movements, not in terms of that at which he is directly looking but in terms of that which he sees out of the corner of his eye. We may illustrate this point by giving examples of ordinary eye-hand coordinations where the coordination is established between that which is seen in clear or direct vision and some muscle group. In shooting baskets, for example, the coach asks his men to keep their eyes on the near edge of the basket. The golf instructor tells the learner that he must keep his eyes on the ball. In these and in all similar cases the intent is to develop a high level of coordination between the eyes and the hands or between the eyes and any other muscle group that is in process of training for greater skill. But the coordination sought is that which obtains between the muscles on the one hand, and that which is directly seen, on the other. The point of clearest vision is known as the fovea. We often speak, therefore, of foveal vision. In the illustrations we have given, therefore, coordinations have been set up between foveal vision and the muscles.

It is probably fair to say that most of our eye-body skills represent this kind of coordination. We build up habits of looking directly at the thing with respect to which we are to make some movement. We look at the typewriter keys in spite of the constant command of the teacher that we shall learn the touch system. We have

great difficulty in looking at the musical score and at the piano keys at one and the same time. Our habits of turning our heads toward that which is being reacted to is almost too great to overcome. And yet, in the short-pass game, if it is to be played at its most efficient and deceptive level, this type of eye-hand coordination cannot be employed. On the contrary, the ball must be received, or dribbled, or passed to another man while the eyes are directed at some spot that may have nothing at all to do with the strategy that is being developed. This is a type of coordination which few men ever practice unless they attempt to become skilled taxi-drivers, good open-field runners, or good short-pass artists. And even in these cases, the practice is carried out entirely by chance and, as we shall show, it is only the fortunate men who gain the skill they seek.

Nature has provided man with three ways in which he can see and react to objects which are not directly in front of him; that is, not directly in the line of foveal or of clearest vision. He can, first of all, turn his head and perhaps his whole body. This is, as we suggested above, a skill which we frequently use and it does very well under all ordinary occasions where there is plenty of time to take account of our surroundings. It is good enough for the leisurely pedestrian who has time enough to "stop, look and listen." After turning his head to the right he can see that no automobile is coming from that direction. After turning his head to the left he sees that a truck is coming at a high rate of speed and that it will not be safe, therefore, to attempt a crossing. Since he is in no particular hurry, his head-turning does very well.

More than ever, however, the conditions of living make much head turning too slow and unsafe a measure. Moreover, it is too awkward. It does not help, for example, where objects at the right and at the left must be watched at the same time. To meet situations of this kind, man has a second provision. The eye-balls are movable in their sockets and we can, therefore, cover considerable territory by turning them in various ways. We even practice a certain amount of deception by this means. The baseball pitcher, for example, does not turn his head toward first base when he is watching a runner who is taking a dangerous lead. He may, however, turn his eyes in a deceptive way and thus hope to catch the runner "asleep."

There are times, however, when even eye-movement is too slow. It would be much better if the pitcher did

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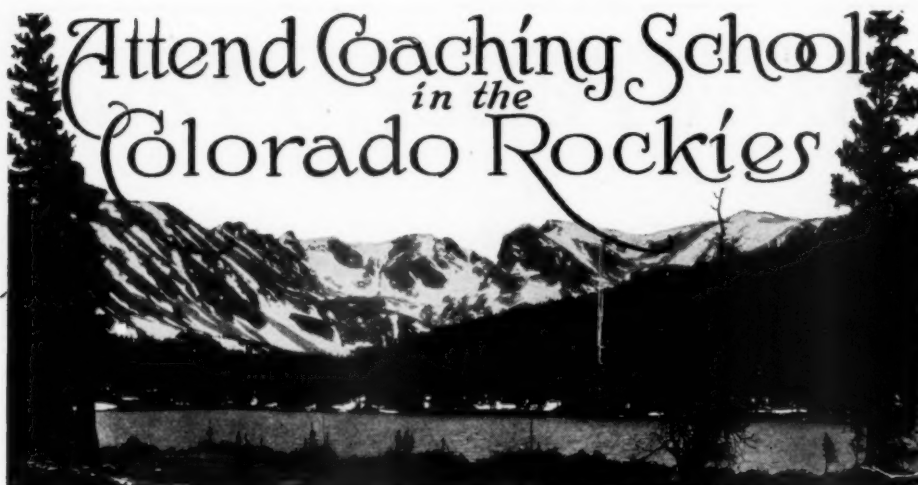
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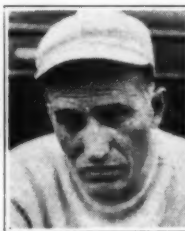
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Glenn Thistlethwaite

not have to turn even his eyes. Moreover, there is the strange fact that we are practically blind while the eyes are in rapid motion. Most people think that their eyes move evenly from one side of the page to another as they read; but this is not at all the case. The eyes move jerkily in the sense that a short movement takes place and then the eye comes to rest, after which another movement occurs and then another brief rest, and so on, as the line of print is read. One may illustrate this fact for himself by watching intently a high fly as it goes out to the fielder. As ordinarily observed the baseball curves gracefully up to its highest point and then as gracefully drops into the fielder's glove. When it is watched more intently, however, it will be observed to jump from point to point and one will also observe that it is not seen between jumps. A still better way to demonstrate this fact is to cut a small hole in a piece of newspaper and put the hole up to one eye with the request that a second person attempt to read the print just above or just below the hole. The person peeking through the hole will see that the eyes of the reader on the other side are moving jerkily back and forth as the print is read. The actual movement of the eye is called a *flight*. The period of rest is called a *perch*. Thus the act of reading is made up of a series of flights and perches. Clear vision occurs only during the perches, that is, when the eyes are at rest. During flights vision is very much blurred and in cases of rapid movement we are practically blind. Thus we have often had the experience of seeing a player looking, so far as we can tell, directly at us and yet who will refuse to throw us the ball because, as he reports afterward, he did not see us. The chances are that he did not see while he was looking in our direction because his eyes were in rapid movement and he was therefore partially blinded. In the same way, it has happened that drivers of automobiles have not seen an approaching train, even though they may say that they have looked carefully down the tracks. In sweeping the eyes from point to point it is easy to overlook an object merely because the eye has not perched long enough to make clear vision possible.

These strange facts lead us to the third provision which nature has made in order that we may get along well in the use of our eyes. The need for quick seeing has been met by giving us a retina so large that several parts of it may be used without turning either the head or the eyeball. In clear vision or in foveal vision, only

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the center of the retina is used; but the common phrase *out of the corner of the eye* indicates that we do, as a matter of fact, see and pay attention to more than can be seen at the point of clearest vision. This is the secret that lies behind that *instinct* for the presence of their teammates or for the onrushing tackle, of which some men seem to make so much use. By long practice they may have come to attend to more than that at which they are directly looking and they have come to perfect their skill in throwing the ball or catching it when they can see it and attend to it only in indirect vision. We have here, in short, a situation where paying attention to something not looked at is the important thing.

The chances are that most of the athletes who have learned to make use of the whole field of vision have acquired their skill quite by chance. Such skill is not a common part of the tactics of any major sport. Everyone has some general ideas about it and everyone knows too that such skills as dribbling while looking away from the ball are very difficult to acquire; but few coaches have, on that account, isolated this visual phase of the skill and given it special practice.

We have here, then, one of the reasons why the short-pass game is such a hard game to learn. Experiments done in our own laboratory show that eye-hand coordinations which involve the use of the peripheral parts of the retina are learned much more slowly than similar acts of coordination involving the central or the foveal portion. Take, for example, the rate at which a man may learn to handle a basketball skillfully in dribbling. If he is allowed to keep his eye on the ball during the dribble he can make extremely rapid progress in learning to handle the ball while he is changing his pace, reversing direction, pivoting, and the like. Let him attempt the same series of coordinations where he must keep track of the ball in indirect vision and his problem is tremendously complicated. As any basketball player knows, however, it is only the second kind of dribbling that counts on the basketball floor. We have here an explanation of why it is that good track men do not ordinarily make good open-field runners. There is, of course, a difference in the type of running. The track man has only to start and keep going without any fundamental change in the character of his leg movements. The open-field runner, on the contrary, must change the character of his leg-movements constantly. He must shift, dodge, change pace, and so on. But

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there is another difference. The track man has only the track ahead of him to watch. He is not called upon to develop any sort of skill in adapting his leg and arm movements to the nature of the general situation as it develops before him. The open-field runner, however, cannot use his skill in dodging, pivoting, changing pace, etc., unless these muscular acts are nicely coordinated with the whole field of vision as it constantly changes before him. On this account it is sometimes much harder to make a good backfield man out of a track man than it is to start with a quick man who has had no experience on the track. The track man comes to the football squad with his old habits of running and seeing, and if he is a slow learner these habits will continue to interfere with him through a long period of practice.

In view of these facts, it is not surprising that coaches who draw their basketball material from high schools which do not use the short-pass game, can scarcely turn out a winning team before the second or third season. The essential skill involved in the short-pass game is a skill that cannot be learned in a hurry. It is a skill that means keeping the head still and the eyes relatively motionless and yet knowing, with considerable accuracy, all that is going on within a large part of the ordinary field of vision. It means learning to look to the left and pass accurately straight ahead, or to look straight ahead and pass accurately to either side; it means keeping an eye fixed upon the general field of play while the hand is bouncing the ball in a clever dribble under the direction of indirect vision; it means looking at the batter but knowing what the runner on first is doing; it means avoiding the tackle who is coming in from the right but knowing at the same moment that one should pivot to the right instead of to the left in order to escape the next tackler; it means learning how to look the opposing boxer squarely in the eye but knowing at the same time what his fists are doing and where they are. These are all skills which make the use of indirect as opposed to foveal vision and they are all skills which, though hard to learn, may be practiced as one would practice any other skill.

We are now in a position to consider the crucial difference between a fast-breaking and a slow-breaking offense. In the slow-breaking offense the ball is taken from the rebound or from out of bounds and held deep in defensive territory until every one is set. The ball is taken gradually down the

floor, and in the shifting positions that occur as forwards strive to take a lead over their guards, any opportunity to shoot the ball through the defense marks the beginning of a series of short passes through to the attempt at the basket. Or, with the ball in position, a formal play is attempted in which every man knows where every other man ought to be. In this type of play the psychological problem is similar in every respect to the type already considered.

In the fast-breaking offense, to the contrary, the ball is taken from rebound or from out of bounds and, without a moment's hesitation or delay, is passed up the floor. If the passer must wait until he sees that a man is free, the fast break loses its entire psychological advantage. There is no time to stop and look about until one finds a free man. The ball must be put into play immediately and must be kept in play just ahead of every pursuing guard. It is obvious that, in this type of play, a premium is placed upon the man who can make the quickest and surest use of his whole field of vision. That is, the best man is the man who can size up the situation at a glance, as we say, and thus do the right thing with the ball. Men who size up a situation in this quick way, just as they turn around after receiving the ball from the rebound, do not look all over the field of play in the sense that they turn their heads first to the right and then to the left. They do not always turn their eyes in different directions. Standing under the basket with the field of vision before them they see the whole field at a single glance and act accordingly. The first step in the quick-breaking offense is sometimes taken care of by the fact that the man who is in the play under the basket knows that someone will always be at some given position of the floor so that as soon as the ball is gotten out of the scrimmage it may be passed to this man or to this point of the floor without looking in that direction. But even this preparation does not solve the whole problem, because the ball still has to be taken down the floor.

These facts throw some light upon the arguments that have been waged over the type of men that can be used in the fast versus the slow-breaking offense. It is obvious, of course, that a team of slow men or of men who are a little dull in learning and in alertness could not get very far with the fast-breaking offense. In other words, a team of poor or of mediocre ability might get along very well with a slow-breaking offense, but the same men would utterly fail in any other type of game. On the other hand, an



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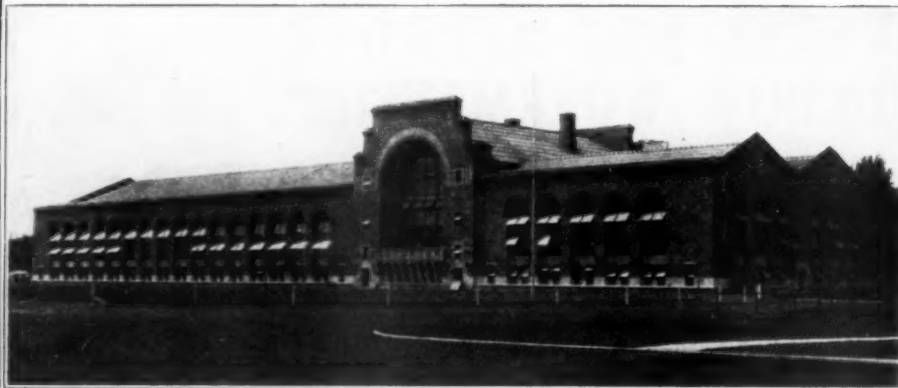
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alert team of high ability could learn to use either type of offense to great advantage. Men who have a slow reaction time could not learn to do very well at the fast-breaking style of attack.

The nature of the skill necessary in the fast-breaking offense may be illustrated by the way some men react at the end of a dribble. A poor dribbler will have to pay so much attention to the act of dribbling that he has no eyes at all for the end of the dribble. When he has gone as far as he can, he must stop, lift up his head and look around with the hope of finding someone to whom he may throw. The skilled dribbler, on the other hand, pays scant attention to the ball even though, at times, he may have to look at it. He may also appear to pay scant attention to the man to whom he expects to throw the ball when he comes into the proper position, but no matter when he is forced to stop his dribble he is always able to get rid of the ball safely and accurately. This means, of course, that he is paying attention to something other than the object at which he is looking. This is the only condition under which the very highest skill in basketball can be attained. A man must, of course, be a good shot at the basket; but this skill will do him no good unless he can approach the basket, and an approach against an alert defense appears at its best only when it makes use of the type of eye-hand coordination we have been describing.

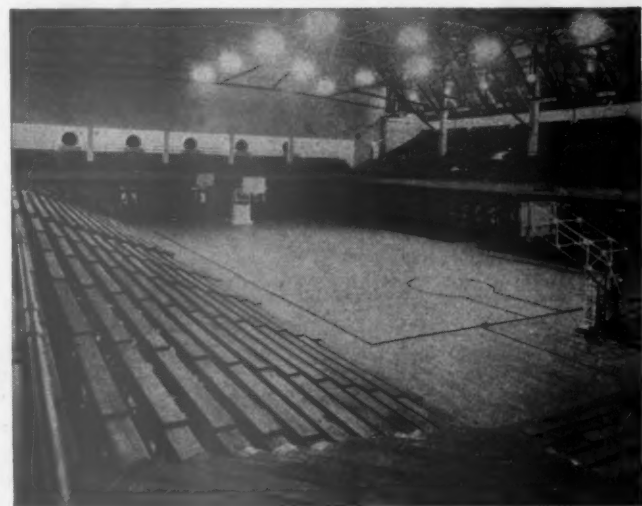
Not very many methods of gaining skill in this type of coordination have been worked out. As a consequence skill has usually been gained as an incident to other types of practice. Among the most productive methods of practice is that of learning to be absolute master of the ball in dribbling without paying attention visually to the ball itself. This mastery involves not only the use of indirect vision but the development of a delicate sense of touch as the ball bounces to and from the hand. The dribbler will have to pay attention to the way the ball feels to his hand during the early stages of his skill and it is only after a great many hours of practice that he will be able to handle the ball through the sense of touch he develops for it. That is, his wrist must be very limber and his fingers must be brought into play so that the direction of the bounce can be absolutely controlled each time the body changes position. There is also the muscular feeling in one's arms that tells the dribbler whether the ball has been bounced too far ahead, not far enough, or too wide of the path that is being followed. In any case, after much

practice, all of these visual and muscular factors come to take care of themselves, and the player is left free to devote almost his entire attention to the shifting relations of his teammates and of their opponents.

Those men who have difficulty in learning to handle the ball without looking at it can sometimes help themselves by dribbling while they are blindfolded. This forces them to pay attention to the *feel* of the ball as it is bounced back and forth and it also forces them to develop the habit of getting along without vision. Some men are disposed so strongly toward vision that they are absolutely helpless when asked to get along without the use of their eyes. Their helplessness is largely a habit. A little practice while blindfolded will give almost any man the assurance that his muscles will automatically take care of some things if he will but give them a chance.

Another method of practice consists of asking men to pass to one another quickly and accurately but without looking directly at one another. In other words, this means practicing in a formal way that which every man attempts when he is trying to deceive an opponent. It is a strange thing that not more than one or two men out of a whole squad appear to have any skill at all in this type of deception. The coach or the athlete usually dismisses the question with the belief that some men are born that way, that they have an *instinct* for handling the ball. There is nothing to this kind of an *instinct*. Naturally enough, a man cannot go out on the floor and for the first time in his life, or even the hundredth time in his life, look to the right and pass accurately to the left. He may do it once when there is nothing to distract him, but when the floor is full of men running this way and that nothing save long practice will give him the skill he needs. The coach may follow here the same method he pursues in any of the so-called fundamentals of basketball. If a man must learn how to throw free throws the coach sends him over to the free throw line with instructions to practice free throwing. If a man is a good shot from the left side of the basket but poor from the right side, the coach gives him special practice in his weakness. Passing quickly and accurately with the intent to deceive, that is, with the intent to look in one way and pass in another, is also a fundamental of basketball in which a great many men exhibit a weakness. Since it is a type of fundamental that makes or breaks the fast pace of modern basketball it ought to be practiced as a fundamental.

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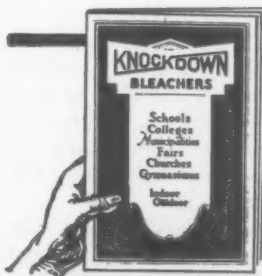
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The Fundamentals of Catching

By Arthur Fox

Baseball Coach, Williams College

MUCH has been said and written of late concerning the coaching and playing of infielders, outfielders, and pitchers, but little has been mentioned about the all-important duty of catching. Pitching is generally considered seventy-five per cent of a team defensively. But who is it that studies the batter, his step, his stance, his swing, or his particular weakness in offering at various types of thrown balls? None other than the catcher. How often have the readers of this article heard or read these words? "Mack" pitched some beautiful game today. He was invincible to the 'Reds.'" Did any of these fans and scribes give a serious thought to the part the catcher played? I dare say very few.

Heavily burdened with mask, protector, and shin guards, with the thermometer registering at sixty or ninety degrees, the catcher is down on his knees in the dirt, up in the air, or stretching far to either side to prevent wild pitches, and in reward shows many broken, misshapen and badly spiked fingers. Another time he may crash into cement or wooden stands, step on bats and fall into a dug-out in a vain attempt to catch a foul fly, or subject himself to severe spike wounds from players sliding into home base. Is it strange then that the names of consistent, hard hitting catchers, even in the majors, might be mentioned on one's finger tips, so severe is the strain and drain on the human nervous energy supply? For the glory, name, and love of the game a boy chooses to catch on school or college nine; and for love of the game and a livelihood a man chooses to follow the same calling professionally.

This article on how a catcher should be trained, or how he should train himself, is intended for coaches and for those aspiring to be catchers. Of course, it is for the absorption of the amateur and the prospective major leaguer rather than for the professional who has mastered his fundamentals and performs them daily by force of habit, so thoroughly has the repetition educated him.

At the start of every season, the catcher should be the first one taught the fundamentals and stereotyped plays of the game, for, after all is said

and done to the pitchers, the catcher is their coach, and not one theory can be forgotten in the latter's practice or in his catching throughout the season. The catcher must study every pitcher. Some pitchers have their strength in curve ball pitching, others in mixing up a fast ball and change of pace, or perhaps in a combination of all three. A catcher must study this out, and utilize this specialization to the fullest; that is, he must not attempt to work every pitcher alike. The catcher must see that the pitcher is given a target for every ball thrown, in a game, during practice, and while warming up. He must not move this target in practice until the pitcher can locate the bull's eye at every pitch. The constant changing of a target, whether hit or missed, will never aid a pitcher's control, which is the difference between a major leaguer and a minor.

The type of man selected for a catcher should possess plenty of grit and nerve, qualities which are absolutely necessary. He should be of good physique and weighty, giving the pitcher a good target at which to pitch. That he should have a strong body is at least desirable, if not essential, to enable him to survive the rigors of a strenuous season. Added weight makes less speed, but speed is not so essential here as in other positions.

Throwing is next in importance. A catcher must be able to throw quickly and accurately from almost any position and to any base. Generalship and knowledge of the game are intrinsically desirable, and may be obtained from good coaching, reading, listening, and from observing "stars" in action. The catcher's vantage point is the best from which to lead a team, and he should be a continual bursting bubble of enthusiasm, "pep," and encouragement to his teammates. A "dead cell," to use an Americanism, will never make a good catcher. Furthermore, a catcher must be alert to size up opposing batters, and doubly quick to decipher the opposing team's scheme of attack.

Now to be a bit more specific: In a squatting position a catcher should give signals under complete cover of protector, mitt, and legs, in such a way that the batter cannot drop his

gaze, and get them, or the first and third base coaches steal them and tip the batter off as to the type of ball to be pitched. It is well to have a check signal, too, for an opposing runner on second base may get the one, two and first signals, and likewise tip the batter off as to the type of ball to be thrown. Before the pitcher starts his wind-up, the catcher should rise to a semi-standing position, giving a target with glove and hand close together at a spot which the catcher has judged to be the batter's weakness. If, in making such a target, the catcher has fear of a batter's discovering where he is going to have the ball thrown, he should make a semicircle with his arms, as if about to encircle a barrel, and then let the pitcher use his own judgment in selecting the spot at which to pitch. The catcher's speech, such as "Come on!" "Let's go!" "Hey! Hey!", may also give a signal for the ball to be pitched high, low or curved on the inside or outside corner of the plate, for the catcher is in a better position than the pitcher to size up the stance of a batter and his possible weakness, if such a weakness is unknown.

Note in the above, "Before the pitcher starts his wind-up the catcher should rise to a semi-standing position." The catcher should not rise while the pitcher is in the midst of a wind-up, for the pitcher while pivoting has momentarily lost sight of the target, and if on turning, he finds the target has moved or is moving, it will prove very distracting and disconcerting to his control.

The catcher should keep the unprotected hand, that is, the throwing hand, well protected by keeping fingers and thumb close together or slightly bent at the first and second knuckles. He should play as close to the home plate as is possible without interfering with the batter's swing. The target will be better and the distance lessened for the pitcher, as well as for the catcher throwing to the bases.

The catcher should practice diligently, getting the ball away quickly, advisedly by a quick snap throw from about the height of the ear. When anticipating a steal and throw to second base, a catcher may have his throwing step taken before the pitch, or take his position as the ball is in the act of coming to him. Either way should be perfected and worked upon daily. He should always be in readiness to throw whether a steal is attempted or not.

After every pitch, the ball should be returned sharply to the pitcher, at the same time not so soon as to hurry him, and the return *should not* be a bad throw. It is exhausting enough

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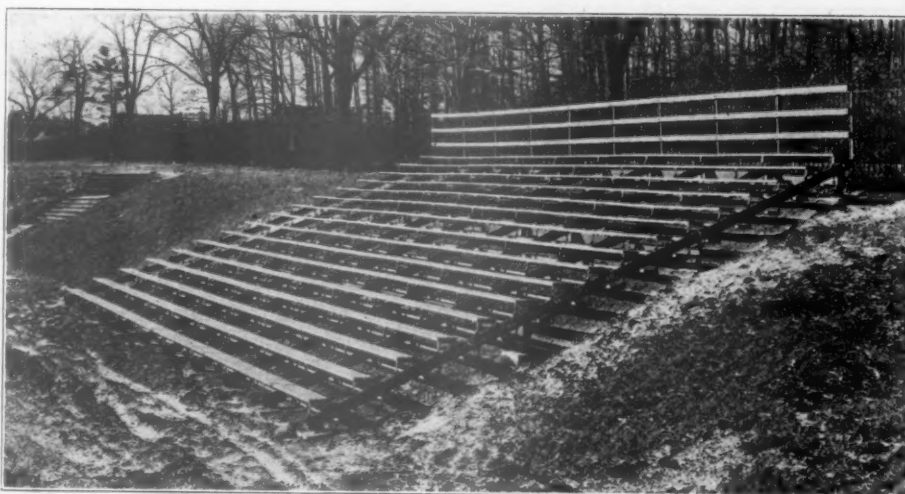
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for a man to pitch a ball game, and to field occasional bunts and infield hits which come to him, without having additional bending and fielding heaped upon him by bad throws from the catcher.

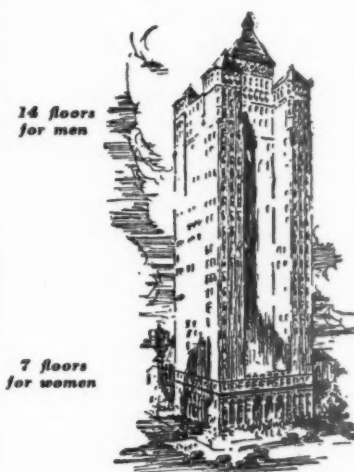
The catcher should aim to get the full face of his gloved hand in front of every ball pitched; for how often does a foul tip or slightly misjudged ball hit the heel or side of the mitt and glance off, awarding a runner an extra base or the batter his base on a missed third strike, due alone to negligence and afterthought! When the catcher receives the pitch, he should hold the ball momentarily for the umpire's verdict, never *giving* or *pulling* for a strike, as many corner decisions are lost through giving; likewise, in trying to pull for a strike. In the latter case, umpires become prejudiced because they dislike any signs of deceit. On bad pitches the catcher should strive, as mentioned above, to get in front of the ball, quickly adjusting himself to a throwing position. On low pitches, he should sink to his knees and be satisfied to stop the ball if possible. He should never try to make a pick-up, as an infielder would do. An error may mean the scoring of a runner on third, and thus the loss of a victory. This should always be remembered.

A catcher should practice daily throwing with all equipment on, and with a batter in the box. He should throw missed third strikes to the outside of first base, to obviate the possibility of hitting the runner. He should signal when he is going to throw to the bases with men on, such signals being easily discernible from the outfield, so that the fielders may back up wild throws. He should make every throw at the bag and about a foot high. In making a throw to first base, with a left handed batter up, the catcher should pivot on the ball of the right foot; the swing of the left foot will bring the throw to the outside of first base. The same is true in making a throw to third base to catch a runner with a right handed batter up. With either a right or left handed batter up, on a throw to either first or third base, the throw should be a bit inside the base and a foot high. It should be remembered again that nothing can be perfected without faithful and sometimes monotonous practice.

Rarely should a catcher throw to second base when a runner has too great a lead, for by the time the throw is made the runner is usually safe at third. It may easily be realized how this is possible, for the ball must be thrown one hundred thirty-two feet, if the runner is cut off, and then re-

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layed eighty-eight feet more, while the runner with, say, a twenty foot lead has but seventy feet to run. The better way is for the catcher to fake a throw, making the runner commit himself, and then throw to third base in time either to beat the runner by a wide margin, or at least to trap him.

On all foul flies, the catcher should cast his mask off immediately, and start sharply for them. On fly balls directly overhead, he should start towards the pitcher, and then turn his back on the infield to make the catch, for such a fly has a tendency to carry towards the pitcher, and if the catcher turns as suggested, the ball will come down towards the receiver. A catcher should handle all foul flies and fair flies half way distant to first, third and to the pitcher, as every succeeding play is before him.

On bunts fielded by the third baseman, first baseman and pitcher, the catcher should call the base at which the throw should be made, as he has every play in front of him. The catcher should field all bunts within his reach, unless a squeeze play is evident. On bunts toward third base, he should turn his back on first base in fielding, and pivot on the right foot in turning, which permits him to throw naturally. On bunts directly toward the pitcher and toward first base he should field facing the infield, and throw naturally.

He should back up first base on all double plays, excepting when the runner may be in scoring position. Similarly, he should back up all balls hit to the right side of the diamond where a throw may be made to first base.

If a runner is caught between third and home, the catcher should chase him back towards third and make a play on him.

He should watch coaches with men on in an effort to get steal, bunt, or squeeze signal and with a flip of the thumb to change the signal of the pitch, and try to catch the runner or "cross up" the batter. The same applies with hit-and-run or bunt-and-run plays.

In the final analysis, every catcher must have the above mentioned fundamentals perfectly mastered, and in his repertoire of learned and natural habits on the ball diamond.

Announcement has just been made that Leo Calland of the University of Southern California has been appointed Head of the Department of Physical Education and Head Coach at the University of Idaho.

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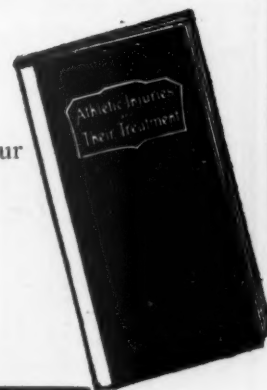
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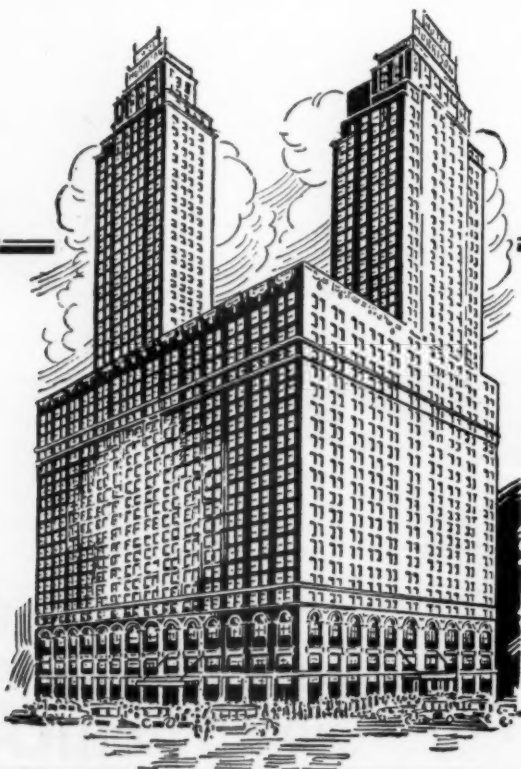
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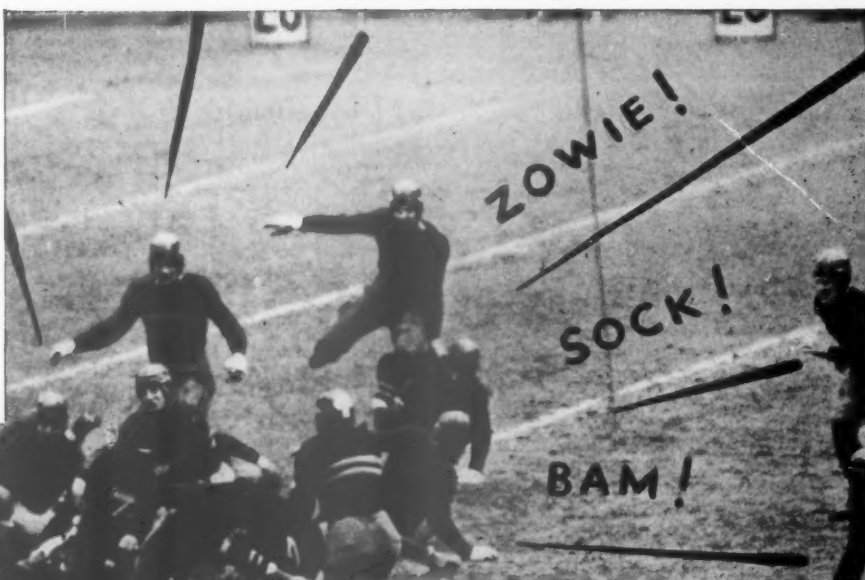


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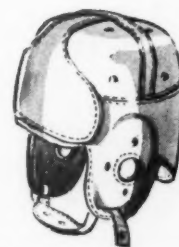
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